

Staff Performance Evaluation Plan Submission Coversheet

SY 2020-21

evaluation plans for each school corporation. a reference for IDOE staff and key stakeholders to view the statutory- and regulatory-required components of staff performance the Indiana Department of Education (IDOE) and requires IDOE to publish the plans on its website. This coversheet is meant to provide CONTEXT: Indiana Code (IC) 20-28-11.5-8(d) requires each school corporation to submit its entire staff performance evaluation plan to

approval in order to qualify for any grant funding related to this chapter. Thus, it is essential that the reference page numbers included below clearly demonstrate fulfillment of the statutory (IC 20-28-11.5) and regulatory (511 IAC 10-6) requirements Furthermore, in accordance with IC 20-28-11.5-8(d), a school corporation must submit its staff performance evaluation plan to IDOE for

INSTRUCTIONS:

Completion

the requirements. If the plan contains multiple documents with duplicate page numbers, please refer to the documents by A, B, C, D, etc. with the page number following. For example: A-23, B-5, etc. Please note, your plan may include many other sections not listed In the chart below, please type the page numbers in your staff performance evaluation document which clearly display compliance with

Submission

document needs to be combined into one continuous PDF for submission. The 2020 submission due date is 9/15/2020. Once completed, please attach this coversheet to the staff performance evaluation plan document you will submit. The whole

| School Corporation | Indianapolis Public Schools |
|--------------------|-----------------------------|
| Name: | |
| School Corporation | 5385 |
| Number: | |

Questions: Contact Rebecca Estes, Director of Leadership & Innovation, restes@doe.in.gov

Abbreviations/References:

- A: Teacher Evaluation & Development Guidebook (pgs. 1-28)
- B: IPS Standardized Assessments Guidebook (pgs. 1-36)
- C: Administrator Evaluation & Development Guidebook (pgs. 1-19)
- D: IPS Evaluation Rubrics (pgs. 1-113)
- E: Superintendent Employment Agreement (pgs. 1-12)
- F: Edison School of the Arts, adapted IPS Teacher Evaluation Plan (pgs. 1-29)

| Statutory / | Examples of Relevant Information | Reference Page |
|-------------------------------------|---|--------------------------------|
| IC 20-28-11.5-4(c)(1) | Plan and metrics to evaluate all certificated employees, including | A: 1-28 |
| | teachers, administrators, counselors, principals and superintendents | C: 1-19 |
| | | D: 1-113 |
| | | E: 1-12 |
| | | F: 1-29 |
| | | |
| Statutory / Regulatory Authority | Examples of Relevant Information | Reference Page Number(s) |
| IC 20-28-11.5-4(c)(2) | Observation rubrics - for all certificated staff - with detailed descriptions of each level of performance for each domain and/or | B: 1-36 D: 1-113 |
| | Other measures used for evaluations (e.g., surveys) | E: 1-12 |
| | Statutory / Regulatory Authority IC 20-28-11.5-4(c)(1) Statutory / Regulatory Authority IC 20-28-11.5-4(c)(2) | 2 |

| Statutory / | Examples of Relevant Information | Reference Page |
|---|---|--|
| Authority | | Number(s) |
| IC 20-28-11.5-4(c)(3) $\mid \bullet \mid$ | | A: 5-8 & 19-20 |
| 511 IAC 10-6-2(c) | | C: 5-6 & 18 |
| | | F: 5-8 &19-20 |
| (5) — | pact on student growth for all certificated | A: 16-17 & 20 |
| 511 IAC 10-6-4(c) | | F: 16-17 & 20 |
| • | Description of the process for modifying a final summative rating for | |
| | negative growth | |
| | (3) • (5) | (3) • Definition of performance • Summative scoring proceuting process performance category (5) • Definition of negative in staff • Description of the process negative growth |

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| Page Number(s) A: 3-5 & 9-13 C: 7-10 & 14 F: 3-5 & 9-13 | Process for ensuring the evaluation plan is in writing and will be explained to the governing body in a public meeting before the evaluations are conducted Before explaining the plan to the governing body, the superintendent of the school corporation shall discuss the plan with teachers or the teachers' representative, if there is one | Regulatory Authority IC 20-28-11.5-4(f)(1) IC 20-28-11.5-4(f)(2) | Requirement Requirement Requirement Requirement |
|---|--|--|---|
| Reference | | Statutory / | Evaluation Plan Discussion |
| A: 5, 9-10 & 13-16 C: 11-13 F: 5, 9-10 & 13-16 | Process and timeline for delivering feedback on evaluations Process for linking evaluation results with professional development | IC 20-28-11.5-4(c)(4) 511 IAC 10-6-5 | An explanation of evaluator's recommendations for improvement and the time in which improvement is expected |
| Reference Page Number(s) | Examples of Relevant Information | Statutory / Regulatory Authority | Requirement |
| | | | Evaluation Feedback |
| A: 5-8, 16 & 19-20 B: 2-36 C: 4-6 & 15-18 F: 5-8, 16 & 19-20 | Summative scoring process that yields placement into each performance category Weighting (broken down by percentage) of all evaluation components | IC 20-28-11.5-4(c)(3) | All evaluation components factored into the final summative rating |

| Evaluators | | | |
|---|---|--|--------------------------------|
| Requirement | Statutory / Regulatory Authority | Examples of Relevant Information | Reference Page Number(s) |
| Only individuals who have received training and support in evaluation skills may evaluate certificated employees | IC 20-28-11.5-1 IC 20-28-11.5-5(b) IC 20-28-11.5- 8(a)(1)(D) | Description of ongoing evaluator training Description of who will serve as evaluators Process for determining evaluators | A: 3-4 F: 3-4 |
| Teachers acting as evaluators (optional) clearly demonstrate a record of effective teaching over several years, are approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant part of their responsibilities | IC 20-28-11.5-1(2) IC 20-28-11.5-1(3) 511 IAC 10-6-3 | Description of who will serve as evaluators Process for determining evaluators | A: 3-4 F: 3-4 |

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| situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as ineffective The procedures established to communicate to parents when student assignment to consecutive teachers rated as ineffective is unavoidable | | Instruction Delivered by Teachers Rated Ineffective | Means by which teachers rated as IC 20 ineffective can request a private conference with the superintendent | Remediation plans include the use of IC 20 employee's license renewal credits | Remediation plans assigned to teachers IC 20 rated as ineffective or improvement necessary | All evaluated employees receive Completed evaluation and documented feedback within seven business days from the completion of the evaluation. | | Feedback and Remediation Plans | Mall evaluators receive training and IC 20 support in evaluation skills |
|--|----------------------------------|---|---|---|---|--|-------------------------------------|--------------------------------|---|
| IC 20-28-11.5-7(c) | Statutory / Regulatory Authority | ffective | IC 20-28-11.5-6(c) | IC 20-28-11.5-6(b) | IC 20-28-11.5-6(b) | IC 20-28-11.5-6(a) | Statutory / Regulatory Authority | | IC 20-28-11.5-5(b) 511 IAC 10-6-3 |
| ineffective teachers two years in a row Description of how parents will be informed of the situation | Examples of Relevant Information | | Process for teachers rated as ineffective to request conference with superintendent | Description of how employee license renewal credits and/or Professional Growth Points will be incorporated into remediation | Remediation plan creation and timeframe Process for linking evaluation results with professional development | System for delivering summative evaluation results to employees | Examples of Relevant Information | | Description of ongoing evaluator training |
| E: 17 E: 17 E: 17 | Reference Page Number(s) | | A: 16 F: 16 | A: 13-16 F: 13-16 | A: 13-16 F: 13-16 | A: 3-5, 9-11, 13-14 & 25-26 C: 7-9 & 11 F: 3-5, 9-11, 13-14 & 25-26 | Reference Page Number(s) | | A: 3-5 F: 3-5 |



INDIANAPOLIS PUBLIC SCHOOLS STANDARDIZED ASSESSMENTS GUIDEBOOK

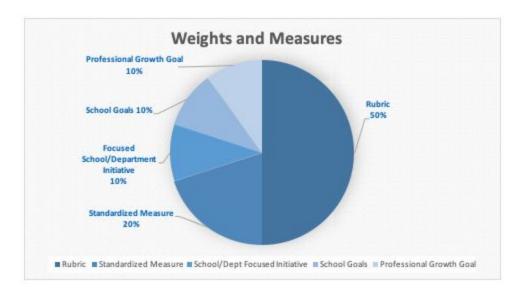
2020-2021



STANDARDIZED MEASURE: STANDARDIZED ASSESSMENTS

One of the five measures used in all certified staff evaluations will be a standardized measure of student achievement/growth. This guidebook helps to outline the measure for each staff member, along with the target expectations for student growth.

Please review the overview below and the detailed pages that align with your content area/grade level.





ASSESSMENT OVERVIEW FOR GROUPS 1 & 6

Additional guidance on assessment criteria and data collect can be found in the subsequent pages.

Please be sure to review thoroughly.

| Grade/Subject | Assessment Guidance |
|--|--------------------------------------|
| Pre-K | IPS Preschool Assessment |
| Kindergarten teacher | NWEA ELA and Math (MOY-EOY) |
| Grade 1 teacher | NWEA ELA and Math (MOY-EOY) |
| Grade 2 teacher | NWEA ELA and Math (MOY-EOY) |
| Grade 3 teacher | NWEA ELA and Math (MOY-EOY) |
| Grade 4 teacher | NWEA ELA and Math (MOY-EOY) |
| Grade 4 teacher ELA | NWEA ELA (MOY-EOY) |
| Grade 4 teacher Math | NWEA Math (MOY-EOY) |
| Grade 4 teacher non-NWEA tested area (Science, Social Studies, etc.) | District assessment for content area |
| Grade 5 teacher | NWEA ELA and Math (MOY-EOY) |
| Grade 5 teacher ELA | NWEA ELA (MOY-EOY) |
| Grade 5 teacher Math | NWEA Math (MOY-EOY) |
| Grade 5 teacher non-NWEA tested area (Science, Social Studies, etc.) | District assessment for content area |
| Grade 6 teacher | NWEA ELA and Math (MOY-EOY) |
| Grade 6 teacher ELA | NWEA ELA (MOY-EOY) |
| Grade 6 teacher Math | NWEA Math (MOY-EOY). |
| Grade 6 teacher non-NWEA tested area (Science, Social Studies, etc.) | District assessment for content area |
| Grade 7 teacher | NWEA ELA and Math (MOY-EOY) |
| Grade 7 teacher ELA | NWEA ELA (MOY-EOY) |



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|---|--|
| Grade 7 teacher Math | NWEA Math (MOY-EOY) |
| Grade 7 teacher non-NWEA tested area (Science, Social Studies, etc.) | District assessment for content area |
| Grade 8 teacher | NWEA ELA and Math (MOY-EOY) |
| Grade 8 teacher ELA | NWEA ELA (MOY-EOY) |
| Grade 8 teacher Math | NWEA Math (MOY-EOY) |
| Grade 8 teacher non NWEA area (Science, Social Studies, etc.) | District assessment for content area |
| High School Science Courses: Biology Earth / Space Science, Chemistry Integrated Chemistry Physics Physics | District assessments administered each semester |
| High School Social Studies Courses: Geography and History of the World World History U.S. History U.S. Government Economics Sociology Psychology | District assessments administered each semester |
| High School World Language Courses: • Spanish 1 | District assessments administered each semester |
| High School Math Courses: | NWEA (MOY-FOY) Assessment for the following: • Algebra 1 • Algebra 2 • Geometry District assessments administered each semester: • Pre-Calculus |
| High School English Course: • English 9 • English 10 • English 11 • English 12 | NWEA (MOY-EOY) Assessment for the following: • English 9 • English 10 District assessment administered each semester: • English 11 • English 12 |



| Secondary Reading Teachers | RAPS 360, NWEA (MOY-EOY) or STAR Reading |
|---|---|
| Physical Education Teachers | District assessment for Physical Education & Health |
| Elementary Art Teacher | District assessment for Visual Arts given in Grade 3 |
| High School Art Teacher | District assessment for Visual Arts given in Grade 7 |
| High School Art Teacher | District assessment for Visual Arts given in Grade 9 |
| Elementary Music Teacher | District assessment for General Music given in Grade 4 |
| High School Music Teacher | District assessment for Music given in Grade 7 |
| Middle School Music Teacher | District assessment for Music given in Grade 9 |
| Secondary Theater Teacher | Teacher-created assessment with evaluator approval • Pre/post tests are necessary |
| Secondary Instrumental Ensemble | District Instrumental Rubric |
| Secondary Vocal Ensemble | District Vocal Rubric |
| Music Theory Teacher | Terry Eder Theory Assessment for Music |
| High School Special Area Classes | Teacher-created assessment with evaluator approval Pre/post tests are necessary Utilize the growth tracker and rubrics outlined |
| SPECIAL EDUCATION TEACHERS | |
| Special Education Inclusion Teacher | Assessment shared with co-teacher in grade/subject taught (Please refer to the applicable grade/subject area linked above.) |
| Special Education Inclusion Teacher in both NWEA grades and non-NWEA grades | Must share NWEA (MOY-EOY) accountability in classes where they co-teach: NWEA ELA NWEA Math NWEA ELA & Math |
| Special Education Self Contained, ED classrooms | Standardized assessment option in that grade/subject (Please refer to the applicable grade/subject area linked above.) |
| SCHOOL SUPPORT ROLES | |
| Elementary Counselor or Graduation Coach | School Attendance Goal(s) |
| | |



| School Graduation Goal(s) | | |
|---|--|--|
| School Attendance Goal(s) | | |
| Building Math Growth Goal | | |
| Building ELA Growth Goal | | |
| Access .5 growth across all ESL students | | |
| ELA NWEA School Growth (MOY-EOY) | | |
| ELA NWEA School Growth (MOY-EOY) | | |
| School goal | | |
| School goal | | |
| Summative or Formative Assessment with Evaluator Approval as measured by one of the following: Approved Pre/Post Assessment Approved Dual Credit Exam Approved Industry Recognized Certification The following CTE Programs will use an approved Pre/Post Assessment and the Growth Measure rubric. Nutrition and Wellness Preparing for College and Careers Dental Assisting IT Support Networking I Computer Science Principles | | |
| NWEA CGP Data (MOY-EOY) | | |
| NWEA CGP Data (MOY-EOY) | | |
| | | |
| School Goals | | |
| | | |

General Guidance:

• The table above outlines the assessments certified staff will administer to their students and those results will be used for the teacher's standardized assessment, as part (20%) of their summative evaluation.



- Important Change to Note: ILEARN will not be used as a standardized measure for any grade level.
- Special Education inclusion teachers are accountable for all students in classrooms where they teach; Special Education teachers that co-teach, are also tied to students in the content area they teach.
 - Co-teaching means that special education teachers are accountable for all students in classrooms where they co-teach. Special Education teachers are expected to co-teach with their general education colleagues. This means, full accountability for both teachers on the student outcomes of all students in the class.
- Teachers who use a District Assessment, can locate them in Standard for Success <u>under the</u> **Docs/Links tab**.
 - The pre-tests will be available the first day of each semester and should be given to students in the first 20 days. For semester-based courses posttests will be available two weeks prior to the end of the Fall or Spring semester.
- For secondary non-NWEA courses, pick <u>one course/section</u> to test using the district assessment.

Growth Trackers

- Under the Docs/Links tab in Standard for Success, you can access a Growth Tracker to track student growth, for the assessment outlined above.
 - NWEA Tracker should be used to tracking NWEA data only
 - Alternative Growth Tracker should be used for teacher created assessments
 - Pre/Post Growth Tracker should be used for district created pre/post assessments
 - TRC Tracker should only be used to track TRC data
 - ESL Growth Tracker should be for ACCESS data

Using the Growth Tracker

- Enter the students and their scores for the pretest score sheet. This will create growth targets for each student. Once your posttest scores are entered, the sheet will automatically calculate the total number of students who met their growth targets.
- For high school teachers with semester-based courses you have to pick one section for each semester. To calculate your overall growth metric, you will add the total number of students that met their growth target from the first semester and second semester. The sum is divided by the total number of students who took the assessment first and second semester.
- **Example**: If semester number one you taught Sociology and you had a total of 20 students out of 30 meet their growth target, and second semester you taught Psychology you had a total of 25 students out of 35 meet their growth target.
 - 20+25=45 (total students who meet their growth target)
 - 30+35=65 (total number of students tested)
 - 45/65 X 100 = 69.2% of students met their growth target
- If using a combination of tests (for example NWEA Math & NWEA ELA):
 - Use the NWEA Tracker and list your students twice (once for ELA score and once for Math score). It will generate a total percentage of students who met the growth target.
- If you do not use NWEA, you'll need to use both growth tracking sheets. ELA assessment results will go on alternate growth tracker, and math assessment results will go on the pre/post growth tracker.



To calculate the number of students that meet growth targets on both tests, simply add the number of students who met their targets from both exams and divide by the total number of students who took each test. Or you could add your math results from the growth pre/post tracker to the alternate growth tracker and just list your students twice, as you would if you used NWEA and then it will do the calculation for you.

- **Example**: If 16 of 24 met their growth target on the ELA assessment, and 18 out of 24 met their math targets, you had 34 out of 48 students meet their growth targets.
 - 16+18=34 (total students who meet their growth target)
 - 24+24=48 (total number of students tested)
 - 34/48 X 100 = 70.8% of students met their growth target
- Post-testing should only be administered one time (i.e. Students should not be given any
 opportunity to make corrections. Please reference ethical testing guidelines).



IPS PRESCHOOL ASSESSMENT

Criteria

- Assessment data of students continuously enrolled in a teacher's classroom on or before the twentieth (20) student day will be included in the calculation
- Student must take assessments to count towards effectiveness
- After post testing is complete the below chart is used to calculate the effectiveness rating

| Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|----------------------------|----------------------------|----------------------------|----------------------------|
| 75% or more of students | 50% + 1–74.99% of students | 33%–50% of students | 32.99% or less of students |
| scored 75% or higher on |
| their Spring IPS Preschool |
| Assessment | Assessment | Assessment | Assessment |

^{*}The SPED Office will provide specific guidance related to this rubric.

Data Collection and Reporting Procedures

- Minimum number of assessments: 2
- Timeline for assessment administration: Fall/Spring
- Method of collection: Teachers will report data on the IPS Preschool Assessment Tracker found in SFS under Docs/Links tab
- Person responsible for reporting on SFS: Teacher

Applicable Grades/Subjects

• Pre-K



NWEA ELA & Math

Criteria

- Assessment data of students who are tested in a teacher's middle of the year (MOY)
 administration and who are also tested in a teacher's end of the year (EOY) administration will
 be included in the calculation.
- Student must take assessments to count towards effectiveness
- Student growth is determined by using the assigned NWEA projected growth goals for each individual student, within the MOY-EOY assessment window
- After results are in for all assessments, the chart below is used to calculate the effectiveness rating

| Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|--|---|
| 75% of more of the students met their growth target | 50% +1 - 74.99% of the students met their growth goal | 33% - 50% of the students met their growth goal | Less than 33% of the students met their growth goal |

Data Collection and Reporting Procedures

- Deadline for collection of data: Teachers should follow the district assessment calendar. District assessments must be reported within 10 days of the test.
- Method of collection: NWEA Growth Tracker
 - See guidance on page 7 above to calculate both content areas
- Person responsible for reporting: Teacher

Applicable Grades/Subjects

- K-8 General Education
- K-8 Special Education (Inclusion of Self-Contained ED Classes), in these classes/courses
- 4-8 ELA General Education
- 4-8 Math General Education

*For schools not offering NWEA for Grades K, 1 and 2

- Use the TRC Growth Tracker for the method of collection.
- Student growth is determined by the TRC cut point average
- The deadline for criteria, collection of data and reporting responsibility is consistent with the process outlined above



NWEA ELA

Criteria

- Assessment data of students who are tested in a teacher's middle of the year (MOY)
 administration and who are also tested in a teacher's end of the year (EOY) administration will
 be included in the calculation.
- Student must take assessments to count towards effectiveness
- Student growth is determined by using the assigned NWEA projected growth goals for each individual student, within the MOY-EOY assessment window
- After results are in for all assessments, the chart below is used to calculate the effectiveness rating

| Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|--|---|
| 75% of more of the students met their growth target | 50% +1 - 74.99% of the students met their growth goal | 33% - 50% of the students met their growth goal | Less than 33% of the students met their growth goal |

Data Collection and Reporting Procedures

- Deadline for collection of data: Teachers should follow the district assessment calendar. District assessments must be reported within 10 days of the test.
- Method of collection: NWEA Growth Tracker
 - See guidance on page 7 above to calculate both content areas
- Person responsible for reporting: Teacher

Applicable Grades/Subjects

- English 9
- English 10
- Special Education (inclusion or Self-Contained ED Classes), in these classes/courses



NWEA MATH

Criteria

- Assessment data of students who are tested in a teacher's middle of the year (MOY)
 administration and who are also tested in a teacher's end of the year (EOY) administration will
 be included in the calculation.
- Student must take assessments to count towards effectiveness
- Student growth is determined by using the assigned NWEA projected growth goals for each individual student, within the MOY-EOY assessment window
- After results are in for all assessments, the chart below is used to calculate the effectiveness rating

| Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|--|---|
| 75% of more of the students met their growth target | 50% +1 - 74.99% of the students met their growth goal | 33% - 50% of the students met their growth goal | Less than 33% of the students met their growth goal |

Data Collection and Reporting Procedures

- Deadline for collection of data: Teachers should follow the district assessment calendar. District assessments must be reported within 10 days of the test.
- Method of collection: NWEA Growth Tracker
 - See guidance on page 7 above to calculate both content areas
- Person responsible for reporting: Teacher

Applicable Grades/Subjects

- Algebra 1
- Algebra 2
- Geometry
- Special Education (inclusion of Self-Contained ED Classes), in these classes/course



DISTRICT CREATED ASSESSMENT FOR CONTENT AREA (4-8)

Criteria

- Assessment data of students continuously enrolled in a teacher's classroom on or before the twentieth (20) student day will be included in the calculation
- Student must take district assessments to count towards effectiveness
- Student growth is determined by the pre and post test score
- After post testing is complete, the below chart is used to calculate the effectiveness rating

| Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|--|---|
| 75% of more of the students met their growth target | 50% +1 - 74.99% of the students met their growth goal | 33% - 50% of the students met their growth goal | Less than 33% of the students met their growth goal |

Data Collection and Reporting Procedures

- Deadline for collection of data: Teachers should follow the district assessment calendar, if district assessments within 10 days of the test.
- Method of collection: Teachers will report data on the Growth Tracker PRE (fall score)/POST (end of year) Spreadsheet found in SFS under the Docs/Links tab.
- Person responsible for reporting: Teacher

Applicable Grades/Subjects

*Non-NWEA Tested Subjects

- 4-8 Science
- 4-8 Social Studies
- Special Education (inclusion of Self-Contained ED Classes), in these classes/courses



DISTRICT CREATED ASSESSMENTS, ADMINISTERED EACH SEMESTER (SECONDARY)

Criteria

- Assessment data of students continuously enrolled in a teacher's classroom on or before the twentieth (20) student day will be included in the calculation
- Student must take district assessments to count towards effectiveness
- Student growth is determined by the pre and post test score
- After post testing is complete, the below chart is used to calculate the effectiveness rating

| Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|--|---|
| 75% of more of the students met their growth target | 50% +1 - 74.99% of the students met their growth goal | 33% - 50% of the students met their growth goal | Less than 33% of the students met their growth goal |

Data Collection and Reporting Procedures

- Deadline for collection of data: Teachers should follow the district assessment calendar, if district assessments within 10 days of the test.
- Method of collection: Teachers will report data on the Growth Tracker PRE (fall score)/POST (end of year) Spreadsheet found in SFS under the Docs/Links tab.
- Person responsible for reporting: Teacher

Applicable Grades/Subjects

**Special Education (inclusion of Self-Contained ED Classes), in these classes/courses

| High School Science Courses Biology Earth/Space Science Chemistry Integrated Chemistry Physics Physics | High School Social Studies Courses Geography and History of the World World History U.S. History U.S. Government Economics Sociology Psychology |
|---|--|
| High School English Courses • English 11 • English 12 High School Math Courses • Pre-Calculus | High School World Language Courses • Spanish 1 |



RAPS 360, NWEA OR STAR READING

Criteria

- Assessment data of students continuously enrolled in a teacher's classroom on or before the twentieth (20) student day will be included in the calculation
- Student must take district assessments to count towards effectiveness
- Student growth is determined by the assessment choice used in the standardized measure
 - o If NWEA is used, student growth is determined by using the assigned NWEA projected growth goal for each individual student, for middle of the year (MOY) to end of year (EOY).
- After post testing is complete, the below chart is used to calculate the effectiveness rating

| Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|--|---|
| 75% of more of the students met their growth target | 50% +1 - 74.99% of the students met their growth goal | 33% - 50% of the students met their growth goal | Less than 33% of the students met their growth goal |

Data Collection and Reporting Procedures

- Deadline for collection of data: Teachers should follow the district assessment calendar, if district assessments within 10 days of the test.
- Method of collection: Teachers will report data on the Growth Tracker PRE (fall score)/POST (end of year) Spreadsheet found in SFS under the Docs/Links tab.
 - o If using NWEA, the NWEA Growth Tracker should be used, found in SFS under the Docs/Links tab
- Person responsible for reporting: Teacher

Applicable Grades/Subjects

• Secondary Reading Teachers



PHYSICAL EDUCATION & HEALTH

Criteria

- Assessment data of students continuously enrolled in a teacher's classroom on or before the twentieth (20) student day will be included in the calculation
- Student must take district assessments to count towards effectiveness
- Student growth is determined by the pre and post test score
- After post testing is complete, the below chart is used to calculate the effectiveness rating

| Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|--|---|
| 75% of more of the students met their growth target | 50% +1 - 74.99% of the students met their growth goal | 33% - 50% of the students met their growth goal | Less than 33% of the students met their growth goal |

General Guidelines

The Pre-Test Cognitive Test

- Recommended for grades 4-12
- Time limit of 30-40 minutes; decided by the teacher
- Monitored during synchronous testing

Data Collection and Reporting Procedures

- Deadline for collection of data: Teachers should follow the district assessment calendar, if district assessments within 10 days of the test.
- Method of collection: Teachers will report data on the Growth Tracker PRE (fall score)/POST (end of year) Spreadsheet found in SFS under the Docs/Links tab.
- Person responsible for reporting: Teacher

Applicable Grades/Subjects

• K-12 Physical Education & Health



DISTRICT ASSESSMENT FOR VISUAL ARTS GRADE 3

Criteria

- Assessment data of students continuously enrolled in a teacher's classroom on or before the twentieth (20) student day will be included in the calculation
- Student must take district assessments to count towards effectiveness
- Student growth is determined by the pre and post test score
- After post testing is complete, the below chart is used to calculate the effectiveness rating

| Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|--|---|
| 75% of more of the students met their growth target | 50% +1 - 74.99% of the students met their growth goal | 33% - 50% of the students met their growth goal | Less than 33% of the students met their growth goal |

Data Collection and Reporting Procedures

- Deadline for collection of data: Teachers should follow the district assessment calendar, if district assessments within 10 days of the test.
- Method of collection: Teachers will report data on the Growth Tracker PRE (fall score)/POST (end of year) Spreadsheet found in SFS under the Docs/Links tab.
- Person responsible for reporting: Teacher

Applicable Grades/Subjects

• K-6 Art



DISTRICT ASSESSMENT FOR VISUAL ARTS GRADE 7

Criteria

- Assessment data of students continuously enrolled in a teacher's classroom on or before the twentieth (20) student day will be included in the calculation
- Student must take district assessments to count towards effectiveness
- Student growth is determined by the pre and post test score
- After post testing is complete, the below chart is used to calculate the effectiveness rating

| Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|--|---|
| 75% of more of the students met their growth target | 50% +1 - 74.99% of the students met their growth goal | 33% - 50% of the students met their growth goal | Less than 33% of the students met their growth goal |

Data Collection and Reporting Procedures

- Deadline for collection of data: Teachers should follow the district assessment calendar, if district assessments within 10 days of the test.
- Method of collection: Teachers will report data on the Growth Tracker PRE (fall score)/POST (end of year) Spreadsheet found in SFS under the Docs/Links tab.
- Person responsible for reporting: Teacher

Applicable Grades/Subjects

• Middle School Art



DISTRICT ASSESSMENT FOR VISUAL ARTS GRADE 9

Criteria

- Assessment data of students continuously enrolled in a teacher's classroom on or before the twentieth (20) student day will be included in the calculation
- Student must take district assessments to count towards effectiveness
- Student growth is determined by the pre and post test score
- After post testing is complete, the below chart is used to calculate the effectiveness rating

| Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|--|---|
| 75% of more of the students met their growth target | 50% +1 - 74.99% of the students met their growth goal | 33% - 50% of the students met their growth goal | Less than 33% of the students met their growth goal |

Data Collection and Reporting Procedures

- Deadline for collection of data: Teachers should follow the district assessment calendar, if district assessments within 10 days of the test.
- Method of collection: Teachers will report data on the Growth Tracker PRE (fall score)/POST (end of year) Spreadsheet found in SFS under the Docs/Links tab.
- Person responsible for reporting: Teacher

Applicable Grades/Subjects

• High School Art



DISTRICT ASSESSMENT FOR GENERAL MUSIC GRADE 4

Criteria

- Assessment data of students continuously enrolled in a teacher's classroom on or before the twentieth (20) student day will be included in the calculation
- Student must take district assessments to count towards effectiveness
- Student growth is determined by the pre and post test score
- After post testing is complete, the below chart is used to calculate the effectiveness rating

| Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|--|---|
| 75% of more of the students met their growth target | 50% +1 - 74.99% of the students met their growth goal | 33% - 50% of the students met their growth goal | Less than 33% of the students met their growth goal |

Data Collection and Reporting Procedures

- Deadline for collection of data: Teachers should follow the district assessment calendar, if district assessments within 10 days of the test.
- Method of collection: Teachers will report data on the Growth Tracker PRE (fall score)/POST (end of year) Spreadsheet found in SFS under the Docs/Links tab.
- Person responsible for reporting: Teacher

Applicable Grades/Subjects

• Elementary Music



DISTRICT ASSESSMENT FOR MUSIC GRADE 7

Criteria

- Assessment data of students continuously enrolled in a teacher's classroom on or before the twentieth (20) student day will be included in the calculation
- Student must take district assessments to count towards effectiveness
- Student growth is determined by the pre and post test score
- After post testing is complete, the below chart is used to calculate the effectiveness rating

| Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|--|---|
| 75% of more of the students met their growth target | 50% +1 - 74.99% of the students met their growth goal | 33% - 50% of the students met their growth goal | Less than 33% of the students met their growth goal |

Data Collection and Reporting Procedures

- Deadline for collection of data: Teachers should follow the district assessment calendar, if district assessments within 10 days of the test.
- Method of collection: Teachers will report data on the Growth Tracker PRE (fall score)/POST (end of year) Spreadsheet found in SFS under the Docs/Links tab.
- Person responsible for reporting: Teacher

Applicable Grades/Subjects

Middle School Music



DISTRICT ASSESSMENT FOR MUSIC GRADE 9

Criteria

- Assessment data of students continuously enrolled in a teacher's classroom on or before the twentieth (20) student day will be included in the calculation
- Student must take district assessments to count towards effectiveness
- Student growth is determined by the pre and post test score
- After post testing is complete, the below chart is used to calculate the effectiveness rating

| Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|--|---|
| 75% of more of the students met their growth target | 50% +1 - 74.99% of the students met their growth goal | 33% - 50% of the students met their growth goal | Less than 33% of the students met their growth goal |

Data Collection and Reporting Procedures

- Deadline for collection of data: Teachers should follow the district assessment calendar, if district assessments within 10 days of the test.
- Method of collection: Teachers will report data on the Growth Tracker PRE (fall score)/POST (end of year) Spreadsheet found in SFS under the Docs/Links tab.
- Person responsible for reporting: Teacher

Applicable Grades/Subjects

• High School Music



TEACHER CREATED PRE/POST (WITH APPROVAL)

Criteria

- Assessment data of students continuously enrolled in a teacher's classroom on or before the twentieth (20) student day will be included in the calculation
- Student must take district assessments to count towards effectiveness
- Student growth is determined by the pre and post test score
- After post testing is complete, the below chart is used to calculate the effectiveness rating

| Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|--|---|
| 75% of more of the students met their growth target | 50% +1 - 74.99% of the students met their growth goal | 33% - 50% of the students met their growth goal | Less than 33% of the students met their growth goal |

Data Collection and Reporting Procedures

- Deadline for collection of data: Teachers should follow the district assessment calendar, if district assessments within 10 days of the test.
- Method of collection: Teachers will report data on the Growth Tracker PRE (fall score)/POST (end of year) Spreadsheet found in SFS under the Docs/Links tab.
- Person responsible for reporting: Teacher

Applicable Grades/Subjects

- Secondary Theatre
- High School Special Areas



DISTRICT INSTRUMENTAL RUBRIC

Criteria

- Assessment data of students continuously enrolled in a teacher's classroom on or before the twentieth (20) student day will be included in the calculation
- Student must take district assessments to count towards effectiveness
- Student growth is determined by the pre and post test score
- After post testing is complete, the below chart is used to calculate the effectiveness rating

| Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---------------------------------------|---|------------------------------------|
| More than 6-point growth on instrumental rubric | 6-point growth on instrumental rubric | Less than 6-point growth on instrumental rubric | No progress on instrumental rubric |

Data Collection and Reporting Procedures

- Deadline for collection of data: Fall and Spring or semester tests, if semester class
- Method of collection: Teachers will report data on the Alternative Growth Tracker found in SFS under the Docs/Links tab
- Person responsible for reporting: Teacher

Applicable Grades/Subjects

• Secondary Instrumental Ensemble



DISTRICT VOCAL RUBRIC

Criteria

- Assessment data of students continuously enrolled in a teacher's classroom on or before the twentieth (20) student day will be included in the calculation
- Student must take district assessments to count towards effectiveness
- Student growth is determined by the pre and post test score
- After post testing is complete, the below chart is used to calculate the effectiveness rating

| Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|--|--------------------------------|--|-----------------------------|
| More than 6-point growth on vocal rubric | 6-point growth on vocal rubric | Less than 6-point growth on vocal rubric | No progress on vocal rubric |

Data Collection and Reporting Procedures

- Deadline for collection of data: Fall and Spring or semester tests, if semester class
- Method of collection: Teachers will report data on the Alternative Growth Tracker found in SFS under the Docs/Links tab
- Person responsible for reporting: Teacher

Applicable Grades/Subjects

• Secondary Vocal Ensemble



TERRY EDER THEORY ASSESSMENT FOR MUSIC

Criteria

- Assessment data of students continuously enrolled in a teacher's classroom on or before the twentieth (20) student day will be included in the calculation
- Student must take district assessments to count towards effectiveness
- Student growth is determined by the pre and post test score
- After post testing is complete, the below chart is used to calculate the effectiveness rating

| Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|--|---|
| 75% or more of the students met their growth target | 50% +1 - 74.99% of the students met their growth target | 33%-50% of the students met their growth target | Less than 33% of the students met their growth target |

Data Collection and Reporting Procedures

- Deadline for collection of data: Fall and Spring or semester tests, if semester class
- Method of collection: Teachers will report data on the Growth Tracker PRE (fall score) / POST (end of year) Spreadsheet found in SFS under the Docs/Links tab
- Person responsible for reporting: Teacher

Applicable Grades/Subjects

Music Theory



SCHOOL ATTENDANCE

Criteria

- School Attendance Goal
- After state data is complete, the chart below will be used to calculate the effectiveness rating

One School

| Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|----------------------|---------------|--|------------------------------------|
| Exceeded Goal | Met Goal | Progressed to goal evident, but did not meet (comes close) | Did not meet goal or make progress |

Serves Multiple Schools

| Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|--|--------------------------|--|---|
| Met goal at all schools and exceeded goal in at least one other school | Met goals at all schools | Progressed to goal evident in all schools, but did not meet goals at all schools (comes close) | Did not meet goal or make progress in all schools |

Data Collection and Reporting Procedures

- District will send administrators the annual growth goal(s)
- Applicable staff will check the applicable Standardized Measure within SFS
 - 'My standardized measure is the School Attendance Goal and I will receive a score from the district.'

Applicable Staff

- Social Workers
- Elementary Counselors
- Elementary Graduation Coaches



SCHOOL GRADUATION

Criteria

- School Graduation Goal
- After state data is complete, the chart below will be used to calculate the effectiveness rating

One School

| Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|----------------------|---------------|--|------------------------------------|
| Exceeded Goal | Met Goal | Progressed to goal evident, but did not meet (comes close) | Did not meet goal or make progress |

Serves Multiple Schools

| Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|--|--------------------------|---|---|
| Met goal at all schools and exceeded goal in at least one other school | Met goals at all schools | Progressed to goal evident in all schools, but did not meet goals at all schools (comes close) | Did not meet goal or make progress in all schools |

Data Collection and Reporting Procedures

- District will send administrators the annual growth goal(s)
- Applicable staff will check the applicable Standardized Measure within SFS
 - 'My standardized measure is the School Graduation Goal and I will receive a score from the district.'

Applicable Staff

- Secondary Counselors
- Secondary Graduation Coaches



BUILDING NWEA MATH GROWTH GOAL

Criteria

- Assessment data of all students who are tested in NWEA Math at the middle of the year (MOY)
 administration (fall) and who are also tested at the end of the year (EOY) administration (spring) will be
 included in the calculation
- After data is complete, the chart below is used to calculate the effectiveness rating

| Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|--|---|
| 75% of more of the students met their growth target | 50% +1 - 74.99% of the students met their growth goal | 33% - 50% of the students met their growth goal | Less than 33% of the students met their growth goal |

Data Collection and Reporting Procedures

- District will send administrators the annual growth goal(s)
- Performance & Continuous Improvement Team will compile data to calculate results
- Results will be share with School Leaders to be entered into SFS

Applicable Staff

Instructional Specialists (Math Coach)



BUILDING NWEA ELA GROWTH GOAL

Criteria

- Assessment data of all students who are tested in NWEA ELA at the middle of the year (MOY)
 administration (fall) and who are also tested at the end of the year (EOY) administration (spring) will be
 included in the calculation
- After data is complete, the chart below is used to calculate the effectiveness rating

| Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|--|---|
| 75% of more of the students met their growth target | 50% +1 - 74.99% of the students met their growth goal | 33% - 50% of the students met their growth goal | Less than 33% of the students met their growth goal |

Data Collection and Reporting Procedures

- District will send administrators the annual growth goal(s)
- Performance & Continuous Improvement Team will compile data to calculate results
- Results will be share with School Leaders to be entered into SFS

Applicable Staff

- Instructional Specialists (Literacy Coach)
- Media Specialist



ACCESS

Criteria

- Assessment data of students continuously enrolled in a teacher's classroom on or before the twentieth (20) student day will be included in the calculation
- Student must take district assessments to count towards effectiveness
- Student growth is determined by 0.5 growth on the annual ACCESS assessment from the previous year to the current year. This is not a W/APT placement test. Last year data can be found in eSchool.
- After test results are in, use the chart is used to calculate the effectiveness rating

| Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|--|--|--|--|
| 75% of more of the students met their growth target of 0.5 | 50% +1 - 74.99% of the students met their growth target of 0.5 | 33% - 50% of the students met their growth target of 0.5 | Less than 33% of the students met their growth target of 0.5 |

Data Collection and Reporting Procedures

- Deadline for collection of data: Teachers should follow the district assessment calendar
- Method of collection: Teachers will report data on the ESL Growth Tracker found in SFS under the Docs/Links tab
- Person responsible for reporting: Teacher

Applicable Grades/Subjects

• ESL Teacher



REGGIO COACH AND IB COORDINATOR

Standardized Measure: School Goal

Criteria

• Enter School Goal into SFS

| Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|--|--|--|--|
| 75% of more of the students met their growth target of 0.5 | 50% +1 - 74.99% of the students met their growth target of 0.5 | 33% - 50% of the students met their growth target of 0.5 | Less than 33% of the students met their growth target of 0.5 |

Data Collection and Reporting Procedures

- Confirm school goal's success
- Person responsible for reporting: Teacher

Applicable Staff

- Reggio Coach
- IB Coordinator



INDUSTRY RECOGNIZED CERTIFICATION, DUAL CREDIT EXAM, OR APPROVED ASSESSMENT

Criteria

- The CTE instructor and evaluator shall meet at the beginning of the school year/semester to determine the appropriate summative or formative measure to be used for evaluation purposes.
- Pre/Post Tests or teacher-created assessments should be pre-approved by the CTE Director and evaluator prior to administration.
- A formal dual credit agreement must be in place prior to administering a dual credit exam for evaluation purposes.
- Industry Recognized Certifications used for teacher evaluation purposes should be on the approved Industry Recognized Certification list through the DWD.
- The Assessment data of students continuously enrolled in a teacher's classroom on or before the
- twentieth (20) student day will be included in the calculation
- All students enrolled in Career & Technical Education (CTE) courses aligned to State Approved Industry Certifications will use one of the following measures for evaluation purposes:
 - All students enrolled in advanced level CTE courses may take an Industry Certification exam/or Dual Credit exam to count towards effectiveness when appropriate and applicable to the industry sector/post-secondary institution requirements (i.e. C.N.A. licensure is required prior to being hired as a C.N.A.; Dual Credit attainment is needed to meet the Technical Honors Diploma requirement.)
 - If the Career & Technical Education courses do not include a State-Approved Industry Certification/dual credit agreement, or the Certification is not a requirement for employment within the industry sector, the teacher should utilize the appropriate CTE content area Pre/Post assessment through an approved source (i.e. Precision Exams, PLTW, SREB).

Industry Certification Rubric

| Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|
| 90% of more of the students earn industry certification (pass dual credit assessment, pass approved assessment) | 80%-89.9% of the students earn industry certification (pass dual credit assessment, pass approved assessment) | 50%-79.9% of the students earn industry certification (pass dual credit assessment, pass approved assessment) | Less than 50% of the students earn industry certification (pass dual credit assessment, pass approved assessment) |

Data Collection and Reporting Procedures

- Official documentation must be provided from each certifying agency as evidence of industry certification
- Teacher will enter spring outcomes in SFS for approval
- Administrators will approve and provide final rating using charts above

Applicable Staff

• 9-12 Career & Technical Education



Growth Measure Rubric

| Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|----------------------------|---------------------------|----------------------------|--|
| 75% or more of students | 50% +1 - 74.99% of the | 33%-50% of the students | Less than 33% of the students met their growth target of 0.5 |
| met their growth target of | students met their growth | met their growth target of | |
| 0.5 | target of 0.5 | 0.5 | |

Data Collection and Reporting Procedures

- Deadline for collection of data: Teachers should follow district assessment calendar
- Method of collection: Teachers will report data on the Pre/Post Growth Tracker found in SFS under the docs/links tab
- Person responsible for reporting: Teacher

Applicable Grades/Subjects

- Approved CTE Courses:
 - Nutrition and Wellness
 - o Preparing for College and Careers
 - Dental Assisting
 - o IT Support
 - o Computer Science
 - Networking I



EXPANDED IMPACT TEACHER (EIT) AND MULTI-CLASSROOM LEADER (MCL)

Criteria

- Assessment data of students who are tested within the classrooms overseen by the MCL (or supported by the EIT) at the middle of the year (MOY) administration and who are also tested at the end of the year (EOY) administration will be included in the calculation.
 - Student must take assessments to count towards effectiveness
- Data will be disaggregated for MCLs and EITs after the testing windows close for NWEA spring testing to include their classroom data (partial release) and all team teachers that they are accountable for.
- After results are in for all assessments, the chart below is used to calculate the effectiveness rating

Growth Measure Rubric

| Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|--|---|--|--|
| 85% of more of students are closing gaps or on track | 70%-84.99% of students are closing gaps or on track | 50%-69% of students are closing gaps or on track | Less than 50% of students are closing gaps or on track |

Data Collection and Reporting Procedures

- Deadline for collection of data: After testing windows close for NWEA spring testing (MOY EOY)
- Method of collection: The Performance & Continuous Improvement (PCI) team will collect and calculate student results and share with MCLs, EITs and the Senior Coordinator of Opportunity Culture
- Person responsible for reporting: The Senior Coordinator of Opportunity Culture will report overall scores to school leaders and input ratings into SFS.

Applicable Grades/Subjects

- Multi-Classroom Leaders (MCL)
- Expanded Impact Teachers (EIT)



SCHOOL ADMINISTRATORS, MAGNET COORDINATORS, ALTERNATIVE EDUCATION COORDINATORS

Criteria

• School Accountability Metrics are set by the district each year and focus on academic outcomes for students at each building. Components of the School Accountability Metrics, including specific metrics and weights can be found below.

| Elementary/Middle School | | | | | |
|--------------------------|--|---------------|----------|--|--|
| Domain | n Metrics Weights (%) | | | | |
| Achievement* | ILEARN ELA Pass Rate ILEARN Math Pass Rate | 25 25 | 0 | | |
| Growth* | ILEARN ELA Growth ILEARN Math Growth | 0 | 25 25 | | |
| Attendance | Percent of Chronically Absent Students | 10 | | | |
| Behavior | Suspension per 100 Students | 5 | | | |
| Equity | ELA Growth for Target Students Math Growth for Target Students Relative Risk Ratio | 1! 1! 5 | 5 | | |

^{*}Paired Domains: For the elementary and middle school frameworks, the achievement and growth domains are paired domains. This means that schools will get whichever domain they score best on. This will be selected after data is available.

| High School | | | | | |
|----------------------------|--|-------------|--|--|--|
| Domain | Metrics | Weights (%) | | | |
| Achievement* | ISTEP ELA Pass Rate ISTEP Math Pass Rate | 7.5 7.5 | | | |
| Graduation | 4-year Cohort Graduation Rate | 25 | | | |
| College & Career Readiness | CCR Index | 15 | | | |
| Behavior | Suspension per 100 Students | 5 | | | |
| Equity | Graduation Rate for Target Students Relative Risk Ratio | 25 5 | | | |

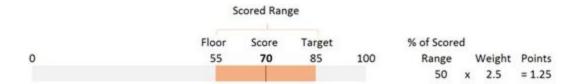
^{*}Since there is not a growth domain for high schools, the achievement domain has been intentionally weighted lightly.



School Goals Calculation

Benchmarking - Distribution Model

- We will set floors and targets based on all school results on each metrics. School groups will be divided by grades served. Therefore, there will be different floors and targets for K-6, K-8, MS, and HS models.
 - A floor is the minimum level of performance required on a metric to start earning points (10th percentile of your school model)
 - A target is the level of performance required on a metric to earn the maximum number of points (90th percentile of your school model)
- Once a floor and target has been defined, your data will be applied against the distribution and you'll be awarded points based on your progress towards the overall target. The formula used to calculate this is [(your metric score-floor)/(target-floor)] x metric weight.



Overall Calculation

- The school goal metrics will generate a value of between 0-100%, which will then be multiplied by 4.
 - For example, if you scored an 80% on your school goals we would do 80% multiplied by 4 and you would receive a 3.2 on the rubric.

| Highly Effective | Effective | Improvement Necessary | Ineffective |
|------------------|------------|-----------------------|-------------|
| 4 - 3.5 | 3.34 - 2.5 | 2.49 - 1.75 | 1.74 - 0 |

Data Collection and Reporting Procedures

- District will send administrators the annual growth goals
- Performance & Continuous Improvement Team will compile data to calculate results
- Results will be shared with School Leaders and the Executive Directors of Schools to be entered into SFS

Applicable Staff

- School Administrators
- Magnet Coordinators
- Alternative Education Coordinators



IPS TEACHER EVALUATION & DEVELOPMENT GUIDEBOOK

2020-2021

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GUIDELINES FOR TEACHER PERFORMANCE EVALUATIONS

The IPS Evaluation & Development Guidebook outlines the performance expectations, components, rating calculations and process to assess teacher performance and determine the summative evaluation rating. Additionally, this guidebook provides guidance, sets expectations and outlines the requirements needed for evaluators to execute a complete evaluation for their certified staff.

IPS CORE COMMITMENTS & BELIEFS

- > All IPS students can achieve their full potential, learn at high levels and graduate prepared to succeed in school, career and life.
- > Effective teachers and great schools are the key to students' success.
- ➤ All IPS schools must be great places to teach and learn.
- The IPS Central Administration exists solely to support the work of teachers and schools, and must be a high-performing organization.
- > IPS families and the entire Indianapolis community have a shared responsibility for student success and will benefit from this success.

VISION STATEMENT FOR IPS TEACHER EVALUATIONS

THE PURPOSE OF THE IPS EDUCATOR EVALUATION SYSTEM IS TO DEFINE AND FACILITATE GREAT TEACHING AND LEARNING.

BELIEF STATEMENTS

We believe the IPS Educator Evaluation System must:

- > Be a collaborative process
- > Empower and support staff with differentiated supports in continuous growth and development
- > Facilitate the instructional leadership of principals through their daily engagement in classrooms
- > Reflect an investment in teachers as the most important source of talent of IPS

GENERAL PROVISIONS

- > <NEW> All evaluation requirements outlined within the IPS Teacher Evaluation & Development Guidebook are applicable to both in-person and virtual classrooms, unless explicitly differentiated.
- > All teachers shall be evaluated annually and provided growth opportunities throughout the year.
- All teachers will be assigned a primary evaluator and a secondary evaluator, though any administrator can do an observation.
- ➤ A teacher who is an IEA member may be afforded Association representation if they so choose during the evaluation process.
- ➤ Modifications to these guidelines will be discussed with teacher representation per IC: 20-29-6-7. The Teacher Evaluation and Development Steering Committee will meet annually (at a minimum) for the sole purpose of evaluating teacher evaluation and development of guidelines and procedures. Additional revisions will take place as necessary and at the request of either teacher representation or administration. Information on this plan will be kept in Standards for Success (SFS) and any changes to the plan will be communicated via email and reflected in the latest version on SFS.

Observer Qualifications and Training

Evaluators in IPS can be any administrator who has been trained on our rubric, process and platform. All teachers will be assigned a primary evaluator but will also receive feedback from a secondary evaluator where possible on at least one mini observation.

Summer and fall training will be offered for all new evaluators. Ongoing professional development will be offered at principal and assistant principal meetings throughout the year that focus on observation norming, rubric expectations and skills in providing effective feedback. Evaluation & Development Teacher Leaders will work to ensure effective communication directly to teachers on these processes, as well as develop tools and resources for professional development throughout the year (which go through district discussion).

TEACHER PERFORMANCE COMPONENTS

Indiana Law requires IPS to evaluate all certified staff annually with rigorous measures of effectiveness and give each staff member a designation in one of four rating categories: Highly Effective, Effective, Improvement Necessary, Ineffective. IPS performance components outlined below fulfill the state's requirements.

The Danielson Performance Rubric serves as the basis for the evaluation and development process and illustrates the benchmark for good instruction and professional practice for all teachers throughout the year. SFS serves as the tool for documentation of the evaluation process (see Appendix B). The domains measured include:

- Planning and Preparation
- > Classroom Environment
- > Instruction
- > Professional Responsibilities

Evaluators will observe and provide feedback based upon these domains throughout the year. A performance indicator or score will be assigned for each domain at the end of the year. This score will be based on all evidence collected throughout the year. **Evaluators will not average any scores, but rather look for growth over time and trends across the year.** While most staff will use the Teaching Rubric, special roles will use:

- Novice Teacher Rubric (for first-year teachers)
- ➤ Instructional Specialist Rubric (for instructional coaches)
- Multi-Classroom Leader Rubric
- ➤ Media Specialist Rubric
- ➤ Nursing Rubric
- School Psychologist Rubric
- School Counselor Rubric (for counselors and graduation coaches)
- > School Social Worker Rubric
- ➤ Therapist Rubric (for Speech Language Pathologists (SLP) and Occupational & Physical Therapists (OP/PT))

Lastly, measures that inform performance will be included, in addition to observations. These additional measures are explained in detail in <u>Appendix A</u>. Standardized measures for certified staff are explained in the <u>Standardized Assessment Guidebook</u>. This guidebook includes the assessment each subject-area staff member will use as his/her standardized measure, as well as a rubric to indicate the target growth and performance for students.

All certified evaluations include the multiple measures below — as required by law — at the same percentages, with a few exceptions. These exceptions typically include unique special education roles, psychologists, district coaches, etc. *Refer to Appendix D: Teacher Groups* for additional details.

➤ In IPS, certified staff are grouped based on role; most teachers fall within Group 1. Exception roles are in Groups 2, 3, 4, and 6. <u>Refer to Appendix E: Detail for Teacher Groups 2 & 6</u> for additional details.

TEACHER PERFORMANCE EXPECTATIONS

The following are domains with standards of performance that serve as a base for the evaluation process and will be continually enforced and in effect for all teachers. A performance level will be indicated for each domain.

| Teacher Perf | ormance Expectations | Highly Effective | Effectiv e | Improvement Necessary | Ineffective |
|--------------------------------|--|---------------------|---------------|--------------------------|-------------|
| Domain I: | I-a. Demonstrating Knowledge of Content and Pedagogy | 4 | 3 | 2 | 1 |
| Planning & Preparation | I-b. Demonstrating Knowledge of Students | 4 | 3 | 2 | 1 |
| | I-c. Setting Instructional Outcomes | 4 | 3 | 2 | 1 |
| | I-d. Demonstrating Knowledge of Resources | 4 | 3 | 2 | 1 |
| | I-e. Designing Coherent Instruction | 4 | 3 | 2 | 1 |
| | I-f. Designing Student Assessments | 4 | 3 | 2 | 1 |
| | | | DOM | IAIN TOTAL SCOR | E = |
| Domain II: | II-a. Creating an Environment of Respect and Rapport | 4 | 3 | 2 | 1 |
| Classroom | II-b. Establishing a Culture for Learning | 4 | 3 | 2 | 1 |
| Environment | II-c. Managing Classroom Procedures | 4 | 3 | 2 | 1 |
| | II-d. Managing Student Behavior | 4 | 3 | 2 | 1 |
| | II-e. Organizing Physical Space | 4 | 3 | 2 | 1 |
| | | | DOM | IAIN TOTAL SCOR | E = |
| | III-a. Communicating with Students | 4 | 3 | 2 | 1 |
| Domain III: Instruction | III-b. Using Questions and Discussion Techniques | 4 | 3 | 2 | 1 |
| | III-c. Engaging Students in Learning | 4 | 3 | 2 | 1 |
| | III-d. Using Assessments in Instruction | 4 | 3 | 2 | 1 |
| | III-e. Demonstrating Flexibility and Responsiveness | 4 | 3 | 2 | 1 |
| | | | DOM | IAIN TOTAL SCOR | E = |
| | IV-a. Reflecting on Teaching | 4 | 3 | 2 | 1 |
| Domain IV: Professional | IV-b. Maintaining Accurate Records | 4 | 3 | 2 | 1 |
| Responsibili | IV-c. Communicating with Families | 4 | 3 | 2 | 1 |
| ties | IV-d. Participating in a Professional Community | 4 | 3 | 2 | 1 |
| | IV-e. Growing and Developing Professionally | 4 | 3 | 2 | 1 |
| | IV-f. Showing Professionalism | 4 | 3 | 2 | 1 |
| | | | DOM | IAIN TOTAL SCOR | E = |

| | Standardized Measure & Goa | ls | Highly Effective | Effective | Improvement Necessary | Ineffective |
|-------|--------------------------------------|-----|---------------------|-----------|--------------------------|-------------|
| | Personal Growth Goal | 10% | 4 | 3 | 2 | 1 |
| Goals | School Accountability Metrics | 10% | 4-3.5 | 3.49-2.5 | 2.49-1.75 | 1.74-0 |
| | Focused Initiative | 10% | 4 | 3 | 2 | 1 |
| | Standardized Measure | 20% | 4 | 3 | 2 | 1 |
| | STANDARDIZED MEASURE & GOALS SCORE = | | | | | |

^{*}School Accountability Metrics are rated on a continuous scale; <u>Refer to Appendix A: Guidance for Developing and Scoring Goals</u>

TEACHER RATING CALCULATIONS

The following tables illustrate how a summative rating is calculated for most teachers (Group 1). Each domain is scored and weighted. An overall rubric score is weighted, and then each additional measure is scored and weighted.

| | Score | Weight | |
|-------------------------------|-------|----------------|--|
| Domain I | | x .10 | |
| Domain II | | x .40 | |
| Domain III | | x .40 | |
| Domain IV | | x .10 | |
| | | (TOTAL) x.50 = | |
| Standardized Measure | | x .20 | |
| Focused Initiative | | x .10 | |
| School Accountability Metrics | | x .10 | |
| Professional Growth Goal | | x .10 | |
| | | TOTAL = | |

This evaluation provides focused development support to teachers in their first year of teaching. First-year teachers will receive a final rating based on an abbreviated rubric score, focusing primarily on three (3) indicators within each domain; Domain II: Classroom Environment and Domain III: Instruction; Domains are scored and weighted. An overall rubric score is weighted, and each additional measure is scored and weighted. *Refer to Appendix C: Novice Teachers for further details.*

ADDITIONAL TEACHER RATING CALCULATIONS

The following tables illustrate how a summative rating is calculated for teachers in the Novice, Opportunity Culture and Group 4 (less than 120-days) teacher groups. Each domain is scored and weighted. An overall rubric score is weighted, and then each additional measure is scored and weighted.

Novice Teachers (First-Year Teaching)

This evaluation provides focused development support to teachers in their first year of teaching. First-year teachers will receive a final rating based on an abbreviated rubric score, focusing primarily on three (3) indicators within each domain; Domain II: Classroom Environment and Domain III: Instruction; Domains are scored and weighted. An overall rubric score is weighted, and each additional measure is scored and weighted. *Refer to Appendix C: Novice Teachers for further details.*

| | Score | Weight | |
|--|-------|------------------|--|
| Domain II | | | |
| II-a: Creating an Environment of Respect & Rapport | | x .50 | |
| II-c: Managing Classroom Procedures | | | |
| II-d: Managing Student Behavior | | | |
| Domain III | | | |
| III-a: Communicating with Students | | x .50 | |
| III-c: Engaging Students in Learning | | | |
| III-d: Using Assessment in Instruction | | | |
| | | (TOTAL) $x.50 =$ | |
| Standardized Measure | | x .20 | |
| Focused Initiative | | x .10 | |
| School Accountability Metrics | | x .10 | |
| Professional Growth Goal | | x .10 | |
| TOTAL = | | | |

Less Than 120-Day or Non-Qualifying Evaluation

This evaluation provides development support to teachers who are not present the entire year (i.e., hired late or out on leave for part of the year). Teachers will receive a final rating based on rubric scores only and will not receive additional compensation due to this final rating. Anyone hired after the first 120 days will be placed in Group 4 upon hire. *Refer to the Designation Through Rubric Only section*, for greater detail.

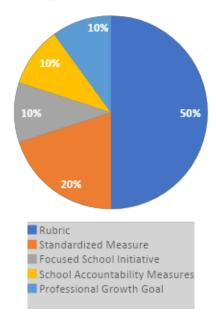
| | Score | Weight | |
|------------|-------|--------|--|
| Domain I | | x .10 | |
| Domain II | | x .40 | |
| Domain III | | x .40 | |
| Domain IV | | x .10 | |
| TOTAL = | | | |

OVERALL SUMMATIVE RATING

| Highly Effective | Effective | Improvement Necessary | Ineffective |
|------------------|------------|-----------------------|-------------|
| 4.0 – 3.5 | 3.49 – 2.5 | 2.49 – 1.75 | 1.74 - 0 |

Table 1: Group 1 Weights and Measures

Weights & Measures



EVALUATIVE EVIDENCE & REQUIREMENTS

Evaluative evidence provides documentation of a teacher's attainment of performance expectations and identifies targeted areas for professional growth. All evaluative evidence will be documented within the Standard for Success (SFS) platform. All new or revised requirements will be highlighted below in pink text.

Note: The evaluative evidence outlined below is applicable to both in-person and virtual classrooms, unless explicitly differentiated.

OBSERVATIONS

A visitation by the evaluator (unannounced or scheduled) to observe any of the rubric domains. There are two types of observations - long observation and mini observation. <NEW> A combination of five (5) observations will be completed throughout the school year; two (2) for the Fall semester (one mini, one long) and three (3) for the Spring semester (one long and two minis). <NEW> An observation must be completed by each deadline below.

| Fall Semester* | Spring Semester* |
|--------------------------|----------------------------------|
| October 1 December 17 | February 5 March 19 May 21 |

^{*}Note: Observation requirements may be adjusted based on the hire date of the staff member. If a staff member is hired after an observation completion date, all future observations will be required.

LONG-OBSERVATION

A visitation by the evaluator (unannounced or scheduled), lasting at least 20 minutes to observe any of the rubric domains; commonly referred to as the 'long-observation.' If the teacher is on a Professional Improvement or Growth Plan, additional observations are required to provide feedback on development and growth.

Requirement: Teacher receives two (2) synchronous (real-time) long observations throughout the school year; one (1) long-observation per semester, at minimum.

MINI OBSERVATION

A short unannounced visitation by the evaluator, typically lasting 3-7 minutes (but no more than 19 minutes) to observe the teacher in any of the rubric domains. More frequent, shorter snapshots are an effective way to gather evidence for a Summative Evaluation and provide feedback to foster professional growth. A secondary evaluator will do at least one mini observation for every teacher to ensure teachers get feedback from multiple observers.

- > <NEW> Mini Observation Flexibility: No more than 2 mini-observations may be completed asynchronously; i.e. teacher records lesson and submits video to evaluator for feedback and follow-up.
 - Evaluators are to communicate the process for when/how an asynchronous observation will be used for a mini observation.
- > <NEW> Requirement: Teachers receive at least three (3) mini observations throughout the year; one (1) for the Fall semester and two (2) for the Spring semester but more are recommended.

WALK-THROUGHS

A non-evaluative short visit, typically 3-5 minutes, and only used for coaching and informal feedback that is not part of the formal evaluation process.

- Walk-throughs should documented and saved in SFS
- > Teachers should receive Feedback within three days of the observation or walk-through.

CONFERENCE

Teachers in 'not easily observable' roles will conference with the evaluator, in lieu of observations. During each conference the evaluator and teacher will discuss performance, evidence, strengths and growth goals.

Conferences will be documented in SFS. < NEW> These conferences do not include the goals setting conference or the end of year summative debrief.

- 'Not Easily Observable' roles include: District Instructional Coaches/Specialists, Social Workers, Counselors, Graduation Coaches, Speech Language Pathologists, Occupational Therapists, Physical Therapists, School Psychologists, Nurses, Central Compliance Monitors, Special Education Low Incidence Teachers (blind, low vision, deaf/hard of hearing, audiology, and orthopedic therapists).
 - School-based instructional coaches <u>do not</u> fall into the 'not easily observable' roles. They should receive six (6) observations.
- ➤ Requirement: Teachers in 'not easily observable' roles will have four (4) conferences throughout the year; two (2) per semester. A conference must be completed by each deadline below. Reminder: These conferences do not include the goals setting conference or the end of year summative debrief.

| Fall Semester* | Spring Semester* |
|--------------------------|-------------------|
| Goals Setting Conference | March 1 |
| October 1 | May 1 |
| December 1 | Summative Debrief |

^{*}Note: Conference requirements may be adjusted based on the hire date of the staff member. If a staff member is hired after an observation completion date, all future observations will be required.

ARTIFACTS

Submissions of evidence for indicators that are difficult to observe. The submission of artifacts helps illustrate the teacher's ability to affect good instruction, for indicators not easily seen during an observation. Note: Artifacts are not a requirement for teachers in the Novice Teacher Group. Refer to Appendix C: Novice Teacher Group for further details.

- ➤ Requirement: Teachers must submit artifacts for each indicator within Domains I and IV. An artifact can be used for more than one indicator. Teachers are encouraged to submit artifacts that hit on various indicators, rather than a single artifact for each indicator within Domains I and IV. <NEW> There is no minimum artifact requirement; i.e.; you are no longer required to submit 12 artifacts. However, of the artifacts submitted, please limit to no more than 12 artifacts.
 - The evaluator will review and approve (or disapprove) of the teacher's self-rated artifacts
- NEW> Optional: Teachers may submit artifacts for indicators in Domains II and III for the evaluator's consideration when determining a final summative rating. No more than two (2) total artifacts may be submitted.

FEEDBACK

On-going dialogue between the evaluator and teacher regarding performance expectations and performance exhibited or observed. Feedback can include conversations on expectations, constructive suggestions/feedback to improve, praise, development opportunities, etc. with the overall spirit and intent for the teacher to grow and improve their practice.

- ➤ Requirement: All feedback is to be documented by the evaluator within SFS. Feedback is to be shared after each long-observation, at a minimum. Teachers should receive feedback within three (3) days of the long-observation.
 - A Teacher receiving an Improvement Necessary or Ineffective rating within any domain, following an observation, is required to have a debrief meeting and will be initiated by the evaluator.
- > Optional: Teachers can request a debrief conversation, based on the written feedback within 10 days of the observation.

EVIDENCE OF OVERALL GROWTH FOR SUMMATIVE EVALUATIONS

It is important to note that evidence across the year <u>is not averaged</u>, but rather, evaluators are looking for growth over the year and improvement in scores and evidence as the year progresses.

➤ Requirement: Evaluators completed an End of Year Summative Debrief with each certified team member to review their overall performance and effectiveness rating. Final ratings will be documented within Standard for Success (SFS).

TEACHER EVALUATION PROCESS & OVERVIEW

The Teacher Evaluation & Development guidebook provides guidance, sets expectations and outlines the requirements needed for a comprehensive summative evaluation rating; expectations for both teachers and evaluators are outlined throughout. It is the responsibility of the teacher and the evaluator to ensure all required components of the evaluation are completed in accordance to the guidance provided. Incomplete components, by either party, may result in the evaluation being finalized as *Incomplete*. Incomplete summative evaluations may have implications related to compensation and/or federal grant awards (Teacher Appreciation Grant).

| ACTION | DESCRIPTION | DEADLINES |
|---|---|---|
| Evaluation Process Review/Training | Initial training of staff on evaluation rubric, process, expectations and the Standard for Success (SFS). The School Leader is responsible for ensuring all staff are trained. • Schools with an Evaluation Teacher Leader will leverage their support to facilitate this training with staff | August 21 |
| Teacher Goals Entered into Standard for Success | Teachers will enter their applicable goals into SFS, prior to the goal setting conference, for evaluator review and approval. Refer to Appendix A for guidance. • Important Note: Teachers' who use NWEA as their standardized measure (see Standardized Assessment Guidebook) will submit their Standardized Measure Goal January 15, at the close of the MOY NWEA Assessment window. | September 11 |
| | | September 14-25 Evaluators review & approve goals and hold conferences with staff |
| | Five (5) observations must be completed by the deadlines listed. One long and one mini for the Fall semester, and two minis and one long for the Spring semester. Mini-Observations: Three mini observations (one for Fall semester/two for Spring semester, at | Fall Semester Oct 1 Dec 17 |
| Observations | least two weeks apart). The evaluator will hold a debrief conversation with any teacher struggling in a domain. A teacher may also request a debrief. Long-Observations: Two (2) observations (one per semester). An in-person observation debrief conversation is held after each long-observation. All Long-Observations must be completed | Spring Semester Feb 5 March 19 May 21 |
| Conferences | Four (4) conferences (minimum two each semester) must be completed by the deadlines listed. Conferences are held with staff in roles deemed 'not easily observable,' in lieu of observations. | Fall Semester October 1 December 1 |
| | Reference the Evaluative Evidence section for a full list. | Spring Semester March 1 May 1 |
| Artifacts Submitted | Teachers submit artifacts to illustrate effectiveness for indicators that are difficult to observe. Teachers are required to submit artifacts as evidence for indicators within Domains I and IV. For more information, see the Evaluative Evidence section. • Note: Artifacts are not required for staff in the Novice Teacher Group | Мау 7 |
| | Professional Growth Goal: Teachers submit applicable data/evidence of effectiveness/achievement of their goal. | May 14 Professional Growth Goal evidence submitted |
| Teacher Goals Updated | Standardized Measure: Teachers submit the applicable growth tracker with student data. Growth Tracker templates can be found <u>here</u> and in SFS, under the Docs/Links Tab. | May 27 Standardized Measure Data (growth tracker) submitted |
| Preliminary Summative Debrief | Spring meeting to discuss cumulative evidence of growth, outcomes of school and Professional Growth Goals and overall EER rating. | June 1 |

^{*}It is a minimum expectation these deadlines are met.

INITIAL GOAL SETTING CONFERENCE

This conversation should be held early in the fall with each certified staff member (refer to <u>Teacher Evaluation Process and Overview section</u>). This should set the tone for observations and feedback for the year. If teachers are returning, this is an opportunity for evaluators to review their previous ratings/feedback and for teachers to think about how they want to grow professionally in the coming year and what they want from their evaluators.

At this conference, the certified staff member and evaluator will:

- > Review the evaluation process and expectations for the year.
- Identify the Focused School Initiative and share the School Goals for the year, when relevant.
- > Allow the teacher to identify personal growth goals and their expectations from their primary evaluator.
- > Allow the evaluator to review the personal growth goal.
- > Ensure SFS is set up correctly for the staff member (correct rubric and group) and goals are entered.

PERFORMANCE IMPROVEMENT PLANS

If a teacher showed a significant lack of proficiency the previous school year and received a summative rating of *Ineffective* or *Improvement Necessary*, the administrator and teacher will discuss and develop a Performance Improvement Plan (PIP) during the Initial Goal Setting Conference. *Refer to the Performance Improvement Plan section for additional guidance*.

OBSERVATION DEBRIEF

This in-person conversation is to be held after your regular observations. It is critical to give all teachers verbal feedback in addition to written feedback. In addition, all observations (mini and regular), a copy of the observation with the evaluator's comments and observation notes will be given to the teacher on SFS within three days after the observation.

- ➤ At the in-person verbal debrief, the teacher and evaluator will:
- > Review all performance expectations.
- > Provide encouragement to the teacher to continue with practices that are performed at a high level.
- > Suggest pieces of evidence/artifacts the teacher could use to document attainment of performance expectations.
- > Review the specific performance expectation(s) not being met.
- Specify what is needed to improve the level of performance.
- Provide resources and guidance to the teacher in goal setting.
- > Answer questions and clarify expectations of the evaluator.

The teacher can request representation at this meeting to help develop the plan if the teacher is a member of IEA.

GROWTH PLANS

If, during the debrief it is determined that there is a significant lack of proficiency in any domain area or specific teacher performance expectations have been rated as *Improvement Necessary* or *Ineffective*, then the administrator will schedule an additional meeting with the teacher to develop a growth plan in SFS. **Note:** The teacher can request representation at this meeting to help develop the plan if the teacher is a member of IEA.

This plan will document and implement the following:

➤ Identify and review the specific performance expectations not being met.

- Focused improvement areas should be limited to <u>no more than two (2) indicators</u>, during the 4-6 week timeline.
- > Specify what is needed to improve the level of performance as shown.
- > Provide suggestions, resources, strategies and support the teacher may use to improve performance.
- ➤ Provide timelines of 4–6 weeks for the teacher to follow when addressing performance expectations, ensuring the teacher has reasonable time to show improvement. The Administrator documents coaching conversations throughout.

The evaluator is to maintain robust documentation of ongoing observations/walkthroughs and feedback provided to the teacher, to promote improvement, throughout the duration of the plan. Documentation of progress is to be maintained and uploaded to SFS.

COMPLETION OF GROWTH PLAN

The completion of the growth plan is to be documented within SFS. If the teacher does not successfully complete the growth plan, additional growth plans may be developed to continue providing opportunities for the teacher to grow and improve performance. All subsequent growth plans are to be developed and maintained within SFS.

PERFORMANCE IMPROVEMENT PLANS

If a teacher shows a significant lack of proficiency the previous year and received a summative rating of *Ineffective* or *Improvement Necessary*, the administrator and teacher will discuss and develop a Performance Improvement Plan (PIP) in SFS. Performance Improvement Plans should be developed at the beginning of the school year, during the Goal Setting Conference.

The Performance Improvement Plan will:

- > Identify and review the specific performance expectation not being met.
- > Specify what is needed to improve the level of performance as shown.
- > Focused improvement areas should be limited to no more than four (4) indicators, at a time.
- > Provide suggestions, resources, strategies and support the teacher may use to improve performance.
- Provide timelines for the teacher to follow when addressing performance expectations, ensuring the teacher has reasonable time to show improvement (no shorter than 90 days).

Note: Teachers who are members of IEA can request representation at this meeting to help develop the plan.

CARRYING OUT THE PIP

The evaluator should provide ongoing observations/walk-throughs and feedback to the teacher throughout the duration of the plan; documenting progress and notes within SFS.

By developing PIPs based on observed evidence and previous summative ratings, the evaluator is making a direct link between the development of teachers and professional learning – either in the building (i.e., observing other teachers, visiting classrooms, team teaching, book study, developing and leading school wide PD) or outside the building (e.g., district level PD, external coursework or classes, buildings or classrooms in other schools, etc.). Teachers can earn PGP points through this process.

In addition to PIPs, the district will be developing data reports and training principals to help guide building professional development, professional development plans and district professional development plans.

NON-RENEWAL RECOMMENDATION

At the conclusion of the professional improvement plan, the evaluator will make a judgement as to whether the teacher will be recommended for nonrenewal, renewal, or be placed on an additional PIP for the coming school year. The judgement will be shared with the teacher. Human Resources will share additional information about the non-renewal process early Spring semester.

If a non-renewal recommendation is being made, the evaluator is to have thorough documentation and supporting evidence of ineffective performance, growth plans developed to support the teacher's performance, results of growth plans, etc.

PRELIMINARY (SPRING) SUMMATIVE DEBRIEF

The primary evaluator will schedule an end-of-year debrief conversation with all teachers to discuss summative results (refer to the <u>Teacher Evaluation Process and Overview section</u>).

The debrief conversation will include:

- > All performance expectations and final EER score
- Outcome of personal and focused school initiative
- ➤ Encouragement to the teacher to continue with practices that earned Effective and Highly Effective ratings
 - Acknowledge some of the teacher's strengths or achievements that led to Effective and Highly Effective ratings and have a final "stay" conversation
- Answering questions and clarifying the reason(s) for the overall performance level

TEACHER SUBMISSIONS OF STUDENT ACHIEVEMENT

Prior to the preliminary summative debrief, teachers are to submit their data/documentation of student achievement; as outlined in this guidance and the Standardized Assessment Guidebook Teacher.

Prior to submitting scores for standardized measures, teachers must acknowledge that all protocols and expectations were followed with respect to assessment security, integrity and honesty in reporting student information. Should it be determined that expected protocols were not followed, the teacher shall receive a score of "0" for the appropriate Standardized Measure.

IMPROVEMENT NECESSARY OR INEFFECTIVE FINAL RATING

If the teacher's overall rating is determined to be *Improvement Necessary* or *Ineffective*, the evaluator will discuss all the above and:

- > Discuss with the teacher the evaluative recommendation for the next school year (i.e., Renewal and Performance Improvement Plan or Nonrenewal)
- > Ensure the electronic date and signature in SFS is completed to provide evidence of debrief
- ➤ Convey that a certified staff member can request a meeting with the superintendent after the staff member receives a cancellation or nonrenewal of contract notice (IC 20-28-7.5.2). The Superintendent or a designee must hold this conference with the certified staff member within 10 days of receipt of this request.

FINALIZING

If all required data is available for a final summative score, the evaluator can finalize them in SFS and share all data. All information, including Individual Performance Indicator scores, comments and available Student Achievement and Growth Measure scores will be accessible through SFS (see Appendix B).

But, due to the likely delay in receiving test scores from the IDOE or delays in testing windows, Final Summative Evaluation documents may not be available to teachers until the following school year. In this case, evaluators should share the available data in this preliminary conference, but not finalize the teacher's evaluation until the fall when data becomes available. *More specific information on the finalization process will be shared with evaluators in late Spring*.

NEGATIVE IMPACT ON STUDENT LEARNING

IC 20-28-11.4-4 (c) (4) and (6) requires that the following provision be included in each school district's teacher evaluation plan: A provision that a teacher who negatively affects student achievement and growth cannot receive a rating of Highly Effective or Effective.

Negative impact on student learning will be determined by the following:

- ➤ Teachers Receiving Growth Measure Data from IDOE (Classroom Teachers Grades 4–8 E/LA and Mathematics): Negative Impact is characterized by a significant decrease in student achievement and a significantly low level of student growth. If a teacher's ILEARN Individual Growth Model (IGM) score is a 1, then the teacher will be determined to have a Negative Impact on Student Learning. If there is a determination of Negative Impact, and the teacher's combined rubric and student achievement and growth summative level is Effective or Highly Effective, the summative level will be reduced to no higher than Improvement Necessary.
- ➤ All Other Teachers: If a teacher scores a 1 (*Ineffective*) on his/her standardized measure, then the teacher shall be determined to have a *Negative Impact on Student Learning*. If there is a determination of *Negative Impact*, and the teacher's combined rubric and student achievement and growth summative level is *Effective* or *Highly Effective*, the summative level will be reduced to no higher than *Improvement Necessary*.

Notification of Parents if Student is Assigned to a Teacher With an Ineffective Rating

By statute, a school corporation is required to notify parents in an instance where a student is assigned to a teacher with an *Ineffective* rating (or two teachers with ratings of *Ineffective*) for two consecutive years. To avoid such a situation from occurring IPS will do the following:

- Ensure struggling teachers receive support throughout the year to improve If the teacher is not improving after being provide targeted supports, IPS will exit the teacher in the spring rather than having him/her return in the fall.
- If IPS has a teacher in danger of receiving an *Ineffective* rating (based on evidence collected thus far) who will be returning in the fall, IPS will flag this teacher when scheduling students to ensure no student has the possibility of being assigned to a teacher two years in a row who has an *Ineffective* rating.

DESIGNATION THROUGH RUBRIC ONLY

QUALIFYING EVALUATION

Number of Teacher Days Required for a Qualifying Evaluation

A Qualifying Evaluation refers to an evaluation of a teacher who has attended a minimum number of days required for the evaluation (120 days) to be considered for any additional compensation resulting from the collective bargaining process. For the 20.21SY, staff hired after November 12, 2020 would be evaluated 'rubric only' (Group 4).

Unplanned Leave

If an unplanned extended leave is necessary and the teacher's data measures are no longer appropriate, the evaluation shall be completed using only the rubric (EER) at 100 percent, as noted in the chart below.

If the teacher's unexpected illness or absence prevents a principal from completing at least one long observation and one mini observation, the evaluation shall be declared incomplete.

| Days Present | Evaluation Process |
|--------------------------------------|--|
| 120+ days No change — as prescribed. | |
| 46–119 days | Summative rating based upon rubric (EER) only 100%. Rubric score will include data from at least two observations with a minimum of 30 days in between. Teacher not eligible for raises the following year (does not qualify for year of service). |
| 0–45 days | Observations can/should happen, but Summative Evaluation declared incomplete for the school year. Teachers not eligible for raises the following year (does not qualify for year of service). |

NOTE: A teacher who questions how his/her summative rating is affected by an extended leave may request a meeting with the building principal.

NONRENEWAL CANCELLATION OF CCONTRACT

The range for an Ineffective rating on the Summative Evaluation is between a score of 0.0 and 1.749 out of the total 4.0 points possible. When the summative score will result in an Ineffective rating for the teacher and the teacher is up for cancellation of contract or nonrenewal, evaluations may be finalized through a rubric score only.

APPENDIX A: GUIDANCE FOR DEVELOPING & SCORING GOALS

FOCUSED INITIATIVES (SCHOOL, PROGRAM OR DEPARTMENT)

Criteria for Focused School/Department/Program Initiative*

- > Identified school initiative is in alignment with the school plan (formerly school improvement plan)
- ➤ Measurable by goal review date (refer to <u>Teacher Evaluation Process and Overview section</u>) and a goal the staff in the building can collectively impact
- > A school-wide focus for the year: student behavior or culture, student outcomes, parent engagement, professional learning communities, etc.
- > Rigorous and based on data
- Approved by Principal Supervisor
- > Scored in SFS for all staff by evaluator at once

Examples:

- ➤ We will increase graduation rates to 70%.
- ➤ We will increase ECA success rates by 10%.
- ➤ We will reduce course failures by 25%.

PROFESSIONAL GROWTH GOAL

Criteria for Professional Growth Goal

- > Developed by teacher
- > Focused on enhancing their skills/ability to be successful in their role and/or building
 - Examples include: skill identified in observation feedback, rubric component, based on district focused professional development, classroom culture, peer collaboration, leadership development, parent engagement, etc.
- > In alignment with the school plan
- > Is rigorous and based on data; follows the SMART Goals format
- > Impacts classroom effectiveness
- Goal and evidence required (such as attendance sheets, data, etc.)
- Goal completed by review deadline; refer to <u>Teacher Evaluation Overview section</u>

Examples:

- > Due to the changing student demographic at our school, I will complete a basic conversational skills Spanish class, and make 4 home visits to more directly connect with Spanish speaking parents.
- ➤ I will increase family involvement in my classroom this year by 40 percent as measured by fall and spring attendance in classroom events.

Rubric Used to Assess Professional Growth Goal

| Highly Effective | Effective | Improvement Necessary | Ineffective |
|-----------------------|-----------|--------------------------|-----------------------|
| Met and exceeded goal | Goal met | Part of the goal was met | Did not meet the goal |

^{*}If you serve multiple buildings, your supervisor will develop the appropriate Focused Initiative.

SPRING SCORING AND UPDATING INFORMATION

At the end of the year, teachers should open their Professional Growth Goal in SFS and go to the Goal Review box. This is where teachers can upload or type evidence that they have met their Professional Growth Goal. Click Submit and your evaluator will be able to view. Principals can score Focused (school) Initiatives at once in SFS for all staff. Additional information for scoring goals will be provided in late Spring, in connection with evaluation finalizing quidance.

SCHOOL ACCOUNTABILITY METRICS

These goals are set by the district and focus on academic outcomes for students at each building. A summative score of all metrics in the School Accountability Metrics framework will be input into SFS for all staff, based on the school's overall performance.

| El | Elementary/Middle School | | High School |
|--|--|-------------|--|
| Domain Metrics | | Domain | Metrics |
| Achievement | ●ILEARN ELA Pass Rate ●ILEARN Math Pass Rate | Achievement | |
| Growth | Growth • ILEARN ELA Growth • ILEARN Math Growth | | ● 4-year cohort graduation rate |
| Attendance | Attendance • Percent attending 90% or better | | ● Percent attending 90% or better |
| Behavior • Percent with zero suspensions | | Behavior | ● Percent with zero suspensions |
| ● ELA Growth for target students ● Math Growth for target students ● Relative Risk Ratio | | Equity | ● Percent with zero suspensions ● Relative Risk Ratio |
| | | CCR | ● CCR index |

Rubric Used to Assess Professional Growth Goal

| Highly Effective | Effective | Improvement Necessary | Ineffective |
|------------------|------------|-----------------------|-------------|
| 4.0 – 3.5 | 3.49 – 2.5 | 2.49 – 1.75 | 1.74 - 0 |

OVERALL CALCULATION

The School Goals metric will generate a value between 0-100%, which will then be multiplied by four (4). For example, if you school scored an 80% on their School Goals, 80% would be multiplied by four (4) to receive a on the rubric.

STANDARDIZED MEASURES

See <u>Standardized Assessment Guidebook</u> for all guidance and information.

APPENDIX B: STANDARD FOR SUCCESS

The Standard for Success Teacher Training Guide is available on the SFS website. Click <u>here</u> to access the guide. This platform will manage all data collection and storage and will provide administrators with analysis and reports. These reports will help inform individual, school and district professional development throughout the year.

The IPS Evaluation & Development Guidebook (this document) will also be located on SFS. Staff will be notified of any updates made to the guidelines throughout the year and the latest version will always be found on SFS.

All staff can access the following on SFS:

- ➤ All rubrics
- > All forms and help documents
- > All district-created assessments
- Growth Tracker (pre-/posttests)
- > Observation evidence
- ➤ All growth and PIP plans
- ➤ Helpful PDF's/ how-to guides
- ➤ All ratings

APPENDIX C: NOVICE TEACHER GROUP

NOVICE TEACHERS (FIRST-YEAR TEACHING)

To provide more focused coaching and support to teachers in their first year of teaching, the Danielson rubric will be abbreviated to focus on six (6) foundational indicators, within Domain II: Classroom Environment and Domain III: Instruction. Upon completion of the first year of teaching, teachers will move out of the Novice Teacher Group and into their applicable Teacher Group and be responsible for all components of the Evaluation and Development Process, for that teacher group.

Domain II: Classroom Environment

- > II-a: Creating an Environment of Respect & Rapport
- > II-c: Engaging Students in the Learning
- II-d: Managing Student Behavior

Domain III: Instruction

- > III-a: Communicating with Students
- III-c: Engaging Students in the Learning
- > III-d: Using Assessment in Instruction

NOVICE TEACHER RATING CALCULATIONS

This evaluation provides focused development support to teachers in their first year of teaching. First-year teachers will receive a final rating based on an abbreviated rubric score, focusing primarily on three (3) indicators within each domain; Domain II: Classroom Environment and Domain III: Instruction; Domains are scored and weighted. An overall rubric score is weighted, and each additional measure is scored and weighted.

| | Score | Weight | |
|--|-------|------------------|--|
| Domain II | | | |
| II-a: Creating an Environment of Respect & Rapport | | x .50 | |
| II-c: Managing Classroom Procedures | | | |
| II-d: Managing Student Behavior | | | |
| Domain III | | | |
| III-a: Communicating with Students | | x .50 | |
| III-c: Engaging Students in Learning | | | |
| III-d: Using Assessment in Instruction | | | |
| | | (TOTAL) $x.50 =$ | |
| Standardized Measure | | x .20 | |
| Focused Initiative | | x .10 | |
| School Accountability Metrics | | x .10 | |
| Professional Growth Goal | | x .10 | |
| | | TOTAL = | |

ARTIFACTS

Artifacts are not required for teachers in the Novice Teacher Group. Given that the primary focus of Novice Teachers is limited to indicators in Domains II & III, artifacts for Domains I and IV are not required. Upon completion of the first year of teaching, Teachers will be required to submit the twelve required artifacts as evidence for Domain I & IV, per the requirement of all other teacher groups.

APPENDIX D: TEACHER GROUPS

Important Note: Some teacher groups have changed, please review thoroughly to ensure you understand which teacher group your role aligns to. Changes indicated by <NEW>.

| Novice Group: First | Novice Group: First-year teachers (no previous experience) | | | | |
|-------------------------------------|--|------------------------------|----------------------------------|-------------------------|--|
| Rubric (six specific indicators) | Professional Growth Goal | Focused School Initiative | School Accountability Metrics | Standardized Measure | |
| 50% | 10% | 10% | 10% | 20% | |

| Group 1: Most Classroom Teachers, Social Workers, Counselors, Graduation Coaches, Building Instructional Coaches | | | | |
|---|-----|-----|----------------------------------|-------------------------|
| Rubric Professional Focused School School Accountabil Growth Goal Initiative Metrics | | | School Accountability Metrics | Standardized Measure |
| 50% | 10% | 10% | 10% | 20% |

NEW> Group 2: PYC, Nonpublic, Life Skills, Arches, SLP/OT/PT, SPED Specialists, SPED Behavioral Specialists, District Content Coaches, Psych, Alt Ed, Newcomer, Central Compliance Monitors, Nurses **Rubric Professional Growth Goal Focused School/Department/Program Initiative**Building-based staff use Focused School Initiative;
Staff that serve multiple building will use the Department/Program goal
50%
10%
40%

| <new> Group 3: Multi-Classroom Leaders (MCLs) and Expanded Impact Teachers (EITs)</new> | | | | |
|---|-------------------------------|-----|-----|--|
| Rubric | School Accountability Metrics | | | |
| 50% | 10% | 30% | 10% | |

^{*} Full Release MCLs will use the MCL Rubric

^{*} Expanded Impact Teachers will utilize the Teacher Effectiveness rubric

| Group 4: Less than 120-day Teacher | | |
|------------------------------------|--------|--|
| | Rubric | |
| | 100% | |

| Group 5: Administrators | | |
|-------------------------|----------------------|-------------------------------|
| Rubric | Operations & Finance | School Accountability Metrics |
| 50% | 10% | 40% |

| <new> Group 6: Francis Bellamy, Nonpublic Title, Innovation Teachers</new> | | | |
|--|--------------------------|--------------------------------------|----------------------|
| Rubric | Professional Growth Goal | Focused School/Program Initiative | Standardized Measure |
| 50% | 10% | 20% | 20% |

^{*} Partial Release MCLs rubric will have a 50/50 split between the MCL and Teacher Effectiveness rubrics

APPENDIX E: DETAILS OF TEACHER GROUP 2 & 6

| Detailed Examples | Group 2 |
|--|--|
| Programs for Young Children (PYC) | Rubric 50%, Professional Growth Goal 10%, PYC Program Goal 40% |
| SPED Nonpublic Services | Rubric 50%, Professional Growth Goal 10%, SPED Nonpublic Service Goal 40% |
| SPLs, Deaf, Blind, PT, OI, OT | Rubric 50%, Professional Growth Goal 10%, Program Goal 40% |
| Life Skills, Arches, AU, ED SPED Special Program Teachers | Rubric 50%, Professional Growth Goal 10%, Program Goal 40% |
| Psychologists | Rubric 50%, Professional Growth Goal 10%, Program Goal 40% |
| SPED Specialists at Multiple Schools | Rubric 50%, Professional Growth Goal 10%, SPED Department Goal 40% |
| District Content/ESL Coaches | Rubric 50%, Professional Growth Goal 10%, C&I Department Goal 40% |
| Alternative Education Programs | Rubric 50%, Professional Growth Goal 10%, Program Goal 40% |
| Newcomer Program | Rubric 50%, Professional Growth Goal 10%, Newcomer Program Goal 40% |
| Detailed Examples | Group 6 |
| Nonpublic Title Teachers | Rubric 50%, Professional Growth Goal 10%, Standardized Measure 20%, Nonpublic Title Program Initiative 20% |
| Francis Bellamy Preschool Teachers | Rubric 50%, Professional Growth Goal 10%, Standardized Measure 20%, Focused School Initiative 20% |
| Innovation Teachers | Rubric 50%, Professional Growth Goal 10%, Standardized Measure 20%, Innovation School Initiative 20% |

APPENDIX F: MULTI-CLASSROOM & EXPANDED IMPACT TEACHER EVALUATION GUIDANCE

In addition to the required evaluation components (for both the teacher and evaluator) outlined throughout this Evaluation & Development Guidebook, school leaders, Multi-Classroom Leaders and Expanded Impact Teachers are required to have the following additional components completed for their evaluation.

PROFESSIONAL GROWTH GOAL

Multi-classroom Leaders & Expanded Impact Teachers are to formulate their professional growth goal using the SMART Goal format; SMART Goal template here. This requirement is similar to the Professional Growth Goal requirement all non-opportunity culture roles are required to complete; however, it is expected that the provided template will be utilized.

OBSERVATIONS

Three (3) observations per semester (one long, two minis), will continue to be a requirement for MCLs and EITs; however, that specifics on what is being observed will vary based on the type of release the MCL has.

FULL RELEASE MCLS

- ➤ Long-Observations (1 per semester): Coaching debrief
- Mini-Observations (2 per semester): Short group instruction, team meeting/planning, PLC led by MCL, co-teaching or lesson model

PARTIAL RELEASE MCLS

- ➤ Long-Observation (1 per semester): Classroom observation
- ➤ Mini-Observations (2 per semester): Coaching debrief conversation, team meeting/planning, PLC led by MCL, co-teaching or lesson modeling

EXPANDED IMPACT TEACHERS

EITs will follow the observation guidance outlined under the <u>Evaluation Evidence & Requirements section</u> of the guidebook.

2x2 FEEDBACK CONVERSATIONS

The 2x2 Feedback Conversation will take place twice throughout the school year. This is a <u>non-evaluative</u> conversation intended to promote ongoing feedback, coaching and collaboration between the school leader and the MCL. Access the <u>2x2 Template here</u> or in SFS, under the Docs/Links. *Note:* This feedback process is only required for MCLs; EITs will not have engage in this process.

- The 2x2 system ensures that administrators and multi-classroom leaders talk about how things are going in their work. The principal and the MCL each fill out two things they are doing well and two things they could do better, as well as two things the other person is doing well and two things that could be better.
- For the MCL, the focus is on their performance overall; for the administrator, the focus is on their work with this staff member. There will be a mid-year and end-of-year conversation around the 2x2 form, but you also might incorporate it occasionally in your check-ins.

REQUIREMENTS

- > Two (2) 2x2 Feedback Conversations; one per semester
 - First semester 2x2 Feedback Conversation completed by December 17
 - Second semester 2x2 Feedback Conversation completed by June 1
- Completed 2x2 feedback forms are to be uploaded to SFS under the Administrative Forms section (see screenshot below)

Additional Items Walk-Throughs Create New Additional Observations Start Additional Observation Schedule Additional Observation Finalization Overview Artifacts Create New Professional Development Tasks Create New Administrative Forms Overview

FIRST SEMESTER DEBRIEF

The Senior Coordinator of Opportunity Culture, Victoria Dinkins, will meet will all MCLs and EITs to conduct a first semester debrief. During the debrief, the following will be discussed:

- > Team Teacher survey feedback and results (MCLs only)
 - A survey will be sent to the MCLs' team teachers to collect anonymous feedback
- ➤ MCLs will share progress monitoring for teacher development
- MCLs & EITs will share progress monitoring updates for student achievement

CONDITIONAL GROWTH DATA

MCLs and EITs will use NWEA Conditional Growth Percentage (CGP) as their standardized measure. For additional information, please refer to the <u>Standardized Assessment Guidebook</u>.

APPENDIX G: EVALUATION GUIDANCE FOR INNOVATION SCHOOLS/TEACHERS

Main Objective(s):

- ➤ Innovation school leaders are positioned as the primary people manager for IPS employees in their buildings.
- > Evaluations are conducted by individuals that have the clearest line of sight into employees' day to day job performance.
- The Innovation School Leader is to carry out all requirements and components outlined in the IPS Teacher Evaluation & Development Guidebook for IPS Teachers in their buildings.
- All IPS Teachers, within Innovation Schools, are to carry out all the requirements and components outlined in the IPS Teacher Evaluation & Development Guidebook.

| Action | Detail | Lead | Other contributors |
|--|--|--|--|
| Innovation school leaders engage in required IPS evaluator training | IPS provides evaluator training on rubrics, Standards for Success, and other evaluation related content. This is a required training to ensure that you are eligible to serve as an evaluator for IPS employees in your building. | IPS Human Resources / Professional Learning | IPS Innovation TeamInnovation School LeaderSFS |
| IPS provides evaluation training to IPS employees in Innovation schools | IPS will provide training and ongoing communication/support to IPS employees in Innovation schools regarding employee-driven or created aspects of the evaluation system (artifacts, goals, etc.), performance plans, nonrenewal process and timeline. | IPS Human Resources / Professional Learning | IPS Professional Learning TeamIPS Evaluation Teacher Leaders |
| Innovation School Leaders conduct required observations and annual evaluations as the primary evaluator | Innovation School Leaders are to execute the required components of the Teacher Evaluation, as outlined in this guidebook. Innovation Teacher is the execute the required components of their evaluation, as outlined in this guidebook. | Innovation School Leader | IPS Employee |
| IPS will manage evaluation implementation | IPS will provide regular implementation reports to the Innovation team, to be shared with Innovation School Leaders, as needed. | IPS Human Resources | IPS Innovation Team |
| IPS facilitates an appeal process for employees | Given that employee's primary evaluators are not IPS employees, IPS will facilitate an appeal process to provide the employee with the opportunity to appeal for additional IPS employee evaluator(s). Appeal outcomes will be shared with Innovation School Leaders. Outcomes of the appeal process may include additional district evaluator, IEA representative. | IPS Human Resources | IPS Employee Innovation School Leader IPS department team member (when applicable) |

APPENDIX H: DISTRICT ASSESSMENT STANDARDIZED MEASURE (PRE & POST-TEST) TIMELINE

Links to Pre & Post-Test assessments can be found in Standard for Success (SFS), under the Docs/Links tab; refer to the Standardized Assessment section. Growth trackers can also be found under the Assessment section, under the Docs/Links tab.

| Standardized Measure | Timeframe |
|---|---|
| First Semester Pretests available on SFS | August 12 |
| First Semester Pretests Administered | Sept 11 |
| First Semester Post-tests available on SFS | TBD |
| Thist semester rost tests available on 515 | 2 weeks prior to end of first semester |
| Second Semester Pretests available on SFS | TBD |
| Second Semester Fretests available on 515 | 1 week prior to end of first semester |
| Second Semester/Yearlong Post-tests available | TBD |
| on SFS | 3 weeks prior to end of second semester |



IPS ADMINISTRATOR EVALUATION & DEVELOPMENT GUIDEBOOK

2020-2021

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GUIDELINES FOR ADMINISTRATOR PERFORMANCE EVALUATIONS

The IPS Evaluation & Development Guidebook outlines the performance expectations, components, rating calculations and process to assess administrator performance and determine the summative evaluation rating. Additionally, this guidebook provides guidance, sets expectations and outlines the requirements needed for evaluators to execute a complete evaluation for their administrative staff.

IPS CORE COMMITMENTS & BELIEFS

- All IPS students can achieve their full potential, learn at high levels and graduate prepared to succeed in school, career and life.
- > Effective teachers and great schools are the key to students' success.
- > All IPS schools must be great places to teach and learn.
- The IPS Central Administration exists solely to support the work of teachers and schools, and must be a high-performing organization.
- > IPS families and the entire Indianapolis community have a shared responsibility for student success and will benefit from this success.

VISION STATEMENT FOR IPS TEACHER EVALUATIONS

THE PURPOSE OF THE IPS EDUCATOR EVALUATION SYSTEM IS TO DEFINE AND FACILITATE GREAT TEACHING AND LEARNING.

BELIEF STATEMENTS

We believe the IPS Educator Evaluation System must:

- Be a collaborative process
- Empower and support staff with differentiated supports in continuous growth and development
- > Facilitate the instructional leadership of principals through their daily engagement in classrooms
- Reflect an investment in teachers as the most important source of talent of IPS

GENERAL PROVISIONS

- NEW> All evaluation requirements outlined within the IPS Teacher Evaluation & Development Guidebook is applicable to both in-person and virtual leadership, unless explicitly differentiated.
- > All Administrators shall be evaluated annually and provided growth opportunities throughout the year.
- > All Administrators will be assigned a primary evaluator and a secondary evaluator.
- Information on this plan will be kept in Standards for Success (SFS) and any changes to the plan will be communicated via email and reflected in the latest version on SFS.

ADMINISTRATOR PERFORMANCE COMPONENTS

Indiana Law requires IPS to evaluate all certified staff annually with rigorous measures of effectiveness and give each staff member a designation in one of four rating categories: Highly Effective, Effective, Improvement Necessary, Ineffective. IPS performance components outlined below fulfill the state's requirements.

In-house created rubrics for Principals (<u>linked here</u>), Assistant Principals and Deans (<u>linked here</u>) will serve as the basis for the evaluation and development process and illustrates the benchmark for school leadership for all leaders throughout the year. Standard for Success (SFS) will serve as the tool for documentation of the evaluation process (<u>see Appendix B: Standards for Success</u>) and store resources and rubrics under the Docs/Links tab.

A performance indicator or score will be assigned for each indicator at the end of the year. This score will be based on all evidence collected throughout the year. Evaluators will not average any scores, but rather they will look for growth over time and trends across the year. Lastly, measures that inform performance will be included, in addition to observations/school visits. These additional measures are explained in greater detail in Appendix A: Guidance for Developing and Scoring Goals.

All certified evaluations will include the following multiple measures at the same percentages required by law, with a few exceptions. Table below represents the weights and measures for most teachers (Teacher Group 1).



TABLE 1: GROUP 5 (ADMINISTRATORS) WEIGHTS AND MEASURES

ADMINISTRATOR PERFORMANCE EXPECTATIONS

The following are competencies with indicators of performance that serve as a base for the evaluation process and will be continually enforced and in effect for all administrators. A performance level will be indicated for each competency.

| | Administrator Performance Expectations | Highly Effective | Effective | Improvement Necessary | Ineffective | | |
|---|--|---------------------|---------------|--------------------------|----------------|--|--|
| Com | Competency 1: Lead from an equity imperative and embrace the diversity of the school community. | | | | | | |
| Indicators | 1a. Values diversity and demonstrates equitable leadership | 4 | 3 | 2 | 1 | | |
| cat | 1b. Understand impact of identity | 4 | 3 | 2 | 1 | | |
| Indi | 1c. Develop and maintain an inclusive school culture | 4 | 3 | 2 | 1 | | |
| | COMPETENCY TOTAL= | | | | | | |
| whil | petency 2: Establish a vision that is rooted in equitable e ensuring an environment of continuous learning for a | | ere all stude | ents can achieve | at high levels | | |
| ors | 2a. Establish vision: | 4 | 3 | 2 | 1 | | |
| Indicators | 2b. Set priorities & monitor progress | 4 | 3 | 2 | 1 | | |
| 드 | 2c. Adjust strategies based on results | 4 | 3 | 2 | 1 | | |
| | | | СО | MPETENCY TOTA | \L= | | |
| Com | petency 3: Build an efficient and effective school team | | | | | | |
| | 3a. Attract, select, and retain talent | 4 | 3 | 2 | 1 | | |
| ors | 3b. Distribute leadership | 4 | 3 | 2 | 1 | | |
| atc | 3c. Grow staff | 4 | 3 | 2 | 1 | | |
| Indicators | 3d. Allocate resources | 4 | 3 | 2 | 1 | | |
| - | 3e. Enact district policies, legal requirements & school procedures | 4 | 3 | 2 | 1 | | |
| | COMPETENCY TOTAL = | | | | | | |
| Competency 4: Mobilize others and build coalitions to support progress towards school's vision. | | | | | | | |
| | 4a. Communicate effectively | 4 | 3 | 2 | 1 | | |
| Indicators | 4b. Foster stakeholder participation | 4 | 3 | 2 | 1 | | |
| icat | 4c. Influence & motivate others | 4 | 3 | 2 | 1 | | |
| lud | 4d. Build external partnerships: | 4 | 3 | 2 | 1 | | |
| | 4e. Demonstrate professionalism | 4 | 3 | 2 | 1 | | |
| | | | | MPETENCY TOTA | | | |
| | petency 5: Maintain systems to ensure all students inc | lusive of subg | roups have | access to a rigor | ous academic | | |
| prog | ram that supports student learning. | 1 | | | | | |
| | 5a. Build a culture of high expectations | 4 | 3 | 2 | 1 | | |
| Indicators | 5b. Ensure instruction is high-quality | 4 | 3 | 2 | 1 | | |
| cat | 5c. Drive learning with data: | 4 | 3 | 2 | 1 | | |
| ndi | 5d. Foster collective academic leadership | 4 | 3 | 2 | 1 | | |
| | 5e. Ensure equity focused accountability systems: | 4 | 3 | 2 | 1 | | |
| | | | СО | MPETENCY TOTA | \L= | | |

ADMINISTRATOR RATING CALCULATIONS

The following tables illustrate how a summative rating is calculated for most Administrators. Each domain is scored and weighted. An overall rubric score is weighted, and then each additional measure is scored and weighted.

| | Score | Weight | |
|-------------------------------|-------|----------------|--|
| Competency 1 | | x .12 | |
| Competency 2 | | x .12 | |
| Competency 3 | | x .12 | |
| Competency 4 | | x .12 | |
| Competency 5 | | x .12 | |
| | | (TOTAL) x.60 = | |
| School Accountability Metrics | | x .40 | |
| · | | | |
| | | TOTAL = | |

OVERALL SUMMATIVE RATING

| Highly Effective | Effective | Improvement Necessary | Ineffective |
|------------------|------------|-----------------------|-------------|
| 4.0 – 3.5 | 3.49 – 2.5 | 2.49 – 1.75 | 1.74 - 0 |

EVALUATIVE EVIDENCE & REQUIREMENTS

Evaluative evidence provides documentation of an administrator's attainment of performance expectations and identifies targeted areas for professional growth. All evaluative evidence will be documented within the Standard for Success (SFS) platform. All new or revised requirements will be highlighted below in pink text.

Note: Evaluative evidence outlined below is applicable to both in-person and virtual leadership. Below, evidence and requirements are differentiated by Administrative role.

ASSISTANT PRINCIPALS & DEANS

GOAL SETTING CONFERENCE

Fall meeting between Administrator and evaluator (Principal) to discuss goals for the school year (School Accountability Measures, Focused School Initiative) and to ensure the evaluation process and expectations are understood; This should set the tone for the year. If administrators are returning, this is an opportunity for evaluators to review their previous ratings/feedback.

➤ Requirement: The Goal Setting Conference should be completed by September 1 and documented within Standard for Success.

CONFERENCES

Evaluators (Principals) will conduct four conferences with the administrator. During each conference the evaluator (Principal) and administrator will discuss performance, evidence, strengths and growth goals. <NEW> These conferences do not include the goals setting conference or the end of year summative debrief.

- Requirement: The evaluator (Principal) will hold four (4) conferences with the administrator throughout the year; two (2) per semester. A conference must be completed by each deadline outlined below. These deadlines align to the conference deadlines of teachers.
 - Reminder: These conferences <u>do not include</u> the goals setting conference or the end of year summative debrief.

| Fall Semester* | Spring Semester* |
|----------------|------------------|
| October 1 | March 1 |
| December 1 | May 1 |

^{*}Note: Conference requirements may be adjusted based on the hire date of the staff member. If a staff member is hired after an observation completion date, all future observations will be required.

ARTIFACTS

Artifacts are submissions of evidence for each indicator. The submission of artifacts helps illustrate the administrator's ability to affect good instruction and demonstrate effective leadership.

- Requirement: Administrators must submit artifacts for each indicator. A single artifact can be used for more than one indicator. Administrators are encouraged to submit artifacts that hit on various indicators, rather than a single artifact for each indicator. Please limit artifact submission to no more than 10 artifacts. Artifacts must be submitted by May 7, in alignment with teacher artifact submissions.
 - The evaluator (Principal) will review and approve (or disapprove) the administrators self-rated artifacts.

EVIDENCE OF OVERALL GROWTH FOR SUMMATIVE EVALUATIONS

It is important to note that evidence across the year <u>is not averaged</u>, but rather, evaluators (Principals) are looking for growth over the year and improvement in scores and evidence as the year progresses.

➤ Requirement: Evaluators completed an End of Year Summative Debrief with each certified team member to review their overall performance and effectiveness rating. Final ratings will be documented within Standard for Success (SFS).

PRINCIPALS

DEVELOP FOCUSED SCHOOL INITIATIVE & REVIEW SCHOOL ACCOUNTABILITY MEASURES

Principals should review the district set School Accountability Metrics AND develop a Focused School Initiative with their leadership team; then review and obtain approval from the Executive Directors of Schools. Both goals should be shared with staff, due to both measures are incorporated into their overall rating. Refer to Appendix A for more guidance.

- > School Accountability Metrics are set by district each year and focus on academic outcomes for students at each building.
- > A Focused School Initiative should be developed in alignment with the school plan.

Note: Teachers are required to have these goals as part of their summative evaluation. Please ensure this information is shared during their Goal Setting Conference.

GOAL SETTING CONFERENCE

Fall meeting between the Principal and evaluator (Executive Director of Schools) to discuss goals for the school year (School Accountability Measures, Focused School Initiative) and to ensure the evaluation process and expectations are understood; this conference should set the tone for the year. If administrators are returning, this is an opportunity for evaluators to review their previous ratings/feedback. Additionally, administrators should think about and discuss how they want to grow professionally in the coming year and what they need from their evaluators.

➤ Requirement: The Goal Setting Conference should be completed by September 25 and documented within Standard for Success.

SCHOOL SUPPORT VISIT

The Executive Director of Schools (EDS) will conduct <u>non-evaluative</u> School Support Visits to observe and collect evidence on a range of indicators and provide prompt, actionable feedback to principals that aligned to their priority areas within the School Leadership Rubric. These Support Visits are intended to be informative in nature while also providing an avenue for EDS to collect evidence that will be used to address coaching, development and support needs; but also inform the principal's School Visit (outlined below). School Support Visit documentation will be captured via a Google Form and not maintained in Standard for Success.

SCHOOL VISITS

Throughout the school year, the EDS will conduct a series of four (4) evaluative School Visits; two (2) School Visits per semester. The Schools Visits will mirror the School Walkthrough process but be formalized and used as evaluative evidence to inform overall performance. School Visits will be captured in Standard for Success.

Requirement: The EDS will complete four (4) evaluative School Visits, at each assigned school location, throughout the year; two (2) per semester.

MID-YEAR CONFERENCE

The mid-year conference is an opportunity for principals and school supervisors to reflect on performance todate. This conversation requires a review of multiple data points, a review of progress towards priorities within the School Leadership Rubric, and a discussion of the critical areas of focus for the remainder of the year. The conference culminates with building an action and support plan for the remainder of the year.

Requirement: Mid-year conference must be completed by January 31, 2021. Competency-level ratings, progress toward priorities, and feedback are to be documented within Standards for Success.

ARTIFACTS

Artifacts are submissions of evidence for each indicator. The submission of artifacts helps illustrate the administrator's ability to affect good instruction and demonstrate effective leadership.

- Requirement: Administrators must submit artifacts for each indicator. A single artifact can be used for more than one indicator. Administrators are encouraged to submit artifacts that hit on various indicators, rather than a single artifact for each indicator. A minimum of five (5) artifacts are to be submitted, per semester. The EDS will review and approve (or disapprove) the Principal's self-rated artifacts.
 - First Semester Artifacts must be submitted in alignment to the scheduled Mid-Year Conference (prior to January 31).
 - Second Semester Artifacts must be submitted in alignment to the scheduled Final Summative Conference (June 25).

EVIDENCE OF OVERALL GROWTH FOR SUMMATIVE EVALUATIONS

It is important to note that evidence across the year <u>is not averaged</u>, but rather, the EDS is looking for growth over the year and improvement in scores and evidence as the year progresses.

Requirement: The EDS will complete an End of Year Summative Debrief with the Principal to review their overall performance and effectiveness rating. Final ratings will be documented within Standard for Success (SFS).

EVALUATION PROCESS TIMELINE

The Administrator Evaluation & Development guidebook provides guidance, sets expectations and outlines the requirements needed for a comprehensive summative evaluation rating; expectations for both Administrators and evaluators are outlined throughout. It is the responsibility of the Administrator and the evaluator to ensure all required components of the evaluation are completed in accordance to the guidance provided.

ASSISTANT PRINCIPALS/DEANS

| ACTION | DEADLINES |
|-------------------------------|-------------------------|
| Goal Setting Conference | September 1 |
| Conferences (First Semester) | October 1 December 1 |
| Conferences (Second Semester) | March 1 May 1 |
| Artifact Submission | May 7 |
| End of Year Summative Debrief | June 1 |

^{*}It is a minimum expectation these deadlines are met.

PRINCIPALS

| ACTION | DEADLINES | |
|--|---|--|
| Goal Setting Conference | September 25 | |
| School Visits (2 Completed for First Semester) | December 18 | |
| Artifact Submission (Minimum 5 artifacts submitted) | Prior to scheduled Mid-Year Conference | |
| Mid-Year Conference | January 31 | |
| School Visits (2 Completed for Second Semester) | June 1 | |
| Artifact Submission (Minimum 5 artifacts submitted) | Prior to scheduled EOY Summative Debrief | |
| End of Year Summative Debrief | June 25 | |

^{*}It is a minimum expectation these deadlines are met.

INITIAL GOAL SETTING CONFERENCE

This conversation should be held early in the fall with the Administrator and should set the tone for coaching and feedback throughout the year. If Administrators are returning, this is an opportunity for evaluators to review their previous ratings/feedback. Additionally, Administrators should think about how they want to grow professionally in the coming year and what they need from their evaluator.

At this conference, the administrator and evaluator will:

- > Review the evaluation process and expectations for the year.
- Identify the TSI subgroup (for their equity metric, within the School Accountability Metrics) for the year if applicable.
 - Share their identified TSI subgroup with Shareyna Chang at <u>changs@myips.org</u>.
- > Identify the Focused School Initiative; used for 10% of teachers' summative evaluation
 - o Focused School Initiatives should be in alignment with the school plan
- Allow the administrator to share School Accountability Metrics.
- > Ensure SFS is set up correctly for the staff member, conference is documented in SFS and goals are established.

PERFORMANCE IMPROVEMENT PLANS

If an Administrator showed a significant lack of proficiency the previous school year and received a summative rating of *Ineffective* or *Improvement Necessary*, the evaluator and the administrator will discuss and develop a Performance Improvement Plan (PIP) during the Initial Goal Setting Conference. *Refer to the Performance Improvement Plan section for additional guidance*.

TEACHER GOAL SETTING CONFERENCE

For instructions on conducting the goal setting conference with teachers, please refer the <u>Teacher Evaluation & Development Guidebook.</u>

PERFORMANCE IMPROVEMENT PLANS

If an administrator's performance does not meet the expectations established by the supervisor/evaluator, the administrator will be placed on a Performance Improvement Plan. A Performance Improvement Plan is designed to support an administrator in addressing areas of concern through targeted supervision and additional resources. It may be used by an evaluator at any point during the year for an administrator whose professional practice would benefit from additional support. Additionally, a Performance Improvement Plan is implemented if one of the following scenarios occurs at the end of any data collection period:

- A principal/assistant principal receives two or more "Needs Improvement" and/or "Ineffective" ratings at the interim review;
- A rating of "Needs Improvement" on two or more performance standards; or
- A rating of "Ineffective" on one or more performance standards or an overall rating of "Ineffective."

Implementation of Performance Improvement Plan

When a principal/assistant principal is placed on a Performance Improvement Plan, the evaluator must:

- Provide written notification to the principal/assistant principal of the area(s) of concern that need(s) to be addressed;
- > Formulate a Performance Improvement Plan in conjunction with the principal/assistant principal; and
- Review the results of the Performance Improvement Plan with the principal/assistant principal within established timelines.

Assistance may include:

- Support from a professional peer or supervisor;
- Conferences, classes, and workshops on specific topics; and/or
- > Other resources to be identified.

Resolution of Performance Improvement Plan

Prior to the evaluator making a final recommendation, the evaluator meets with the principal/assistant principal to review progress made on the Performance Improvement Plan, according to the timeline. The options for a final recommendation include:

- Sufficient improvement has been achieved; the principal/assistant principal is no longer on a Performance Improvement Plan and is rated "Effective."
- Partial improvement has been achieved but more improvement is needed; the principal/assistant principal remains on a Performance Improvement Plan and is rated "Developing/Needs Improvement."
- Little or no improvement has been achieved; the principal is rated "Ineffective."

When a principal/assistant principal is rated "Ineffective," the principal may be recommended for dismissal. If not dismissed, a new Performance Improvement Plan will be implemented. Following completion of the Performance Improvement Plan, if the principal is rated "Ineffective" a second time, the principal/assistant principal will be recommended for dismissal.

Request for Review of an "Ineffective" Rating

The principal/assistant principal may request a review of the evidence in relation to an "Ineffective" rating received on a Summative Evaluation or, as a result of a Performance Improvement Plan, in accordance with the policies and procedures of the school district.

TEACHER PERFORMANCE IMPROVEMENT PLANS

For instructions on developing Performance Improvement Plans (PIPs) with teachers, please refer the <u>Teacher Evaluation & Development Guidebook.</u>

GROWTH PLANS

If any point during the school year it is determined that there is a significant lack of proficiency in any domain area or specific Administrator performance expectations have been rated as *Improvement Necessary* or *Ineffective*, then the Principal and administrator will schedule an additional meeting to develop a growth plan in SFS. This plan will:

- > Identify and review the specific performance expectations not being met.
- > Specify what is needed to improve the level of performance as shown.
- > Provide suggestions, resources, strategies and support the administrator may use to improve performance.
- > Provide timelines for the administrator to follow when addressing performance expectations.

By developing Growth Plans based on observed evidence, the evaluator is making a direct link between the professional development of administrators and professional learning.

TEACHER GROWTH PLANS

For instructions on developing growth plans with teachers, please refer the <u>Teacher Evaluation & Development</u> Guidebook.

ARTIFACTS

Artifacts are submissions of evidence for each indicator. The submission of artifacts helps illustrate the administrator's ability to affect good instruction and demonstrate effective leadership.

ARTIFACT REVIEW

In addition to the submitted artifact(s), the administrator (Principal, AP, Dean) will self-rate each artifact on their rubric. The evaluator will review the artifact and corresponding self-rating. If the evaluator believes the artifact provides sufficient evidence for the indicator(s) and agrees with the self-rating, they will approve the rating and artifact. If the evaluator does not believe the artifact provides sufficient evidence and/or disagrees with the self-rating, the evaluator will rate the artifact as they see fit. Click here for step-by-step instructions on reviewing and rating artifacts.

ASSISTANT PRINCIPALS & DEANS

Assistant Principals/Deans must submit artifacts for each indicator. A single artifact can be used for more than one indicator. Administrators are encouraged to submit artifacts that hit on various indicators, rather than a single artifact for each indicator. Assistant Principals/Deans are asked to <u>limit artifact submission to no more</u> than 10 artifacts.

Artifact Submission Deadline: May 7 (in alignment with teacher artifact submissions)

PRINCIPALS

Administrators must submit artifacts for each indicator. A single artifact can be used for more than one indicator. Administrators are encouraged to submit artifacts that hit on various indicators, rather than a single artifact for each indicator. A minimum of five (5) artifacts are to be submitted, per semester. The EDS will review and approve (or disapprove) the Principal's self-rated artifacts.

- First Semester Submission Deadline: In preparation for the mid-year conference (prior to January 31)
- Second Semester Submission Deadline: In preparation for the End of Year Summative Debrief (prior to June 25).

END OF YEAR SUMMATIVE DEBRIEF

The evaluator will schedule an end-of-year debrief conversation with administrators to:

- > Discuss all performance expectations
- > Discuss outcome of School Accountability Metrics, if data is available
- Review Focused School Initiative and determine rating
- Provide encouragement to the administrator to continue with practices that earned Effective and Highly Effective ratings.
 - Acknowledge some of the administrator's strengths or achievements that led to Effective and Highly Effective ratings.
- Answer questions and clarify the reason(s) for the overall performance level.

A final Summative Evaluation will be provided at the conclusion of the rating process. This may or may not be available at the time of a Summative Evaluation Conference. Due to the likely delay in receiving test scores from the Indiana Department of Education (IDOE), or delays in testing windows, Summative Evaluation documents may not be available until the following school year. *More specific information on the finalization process will be shared with evaluators in late Spring*.

TEACHER SUMMATIVE DEBRIEF

For instructions on conducting the End of Year Summative Debrief with teachers, please refer the <u>Teacher</u> Evaluation & Development Guidebook.

APPENDIX A: GUIDANCE FOR DEVELOPING & SCORING GOALS

FOCUSED INITIATIVES (SCHOOL, PROGRAM OR DEPARTMENT)

Criteria for Focused School/Department/Program Initiative*

- > Developed by Leadership Team through input solicited from teachers; in alignment with the school plan (formerly school improvement plan)
- Measurable by goal review date (refer to Teacher Evaluation & Development Guidebook) a goal building staff can collectively impact
 - Focus on a year-long schoolwide area of concentration; e.g., student behavior or culture, student outcomes, parent engagement, professional learning communities, etc.
- > Rigorous and based on data
- Approved by Executive Director of School (EDS)
- Scored in SFS for all staff by evaluator at once

Examples:

- ➤ We will increase graduation rates to 70%.
- ➤ We will increase ECA success rates by 10%.
- ➤ We will reduce course failures by 25%.

TEACHER GOAL SETTING

For additional information on goal setting (developing, approving and evaluating), please refer the <u>Teacher Evaluation & Development Guidebook.</u>

SCHOOL ACCOUNTABILITY METRICS

These goals are set by the district and focus on academic outcomes for students at each building. A summative score of all metrics in the School Accountability Metrics framework will be input into SFS for all staff, based on the school's overall performance.

| E | lementary/Middle School | High School | | |
|-------------|--|----------------|--|--|
| Domain | Metrics | Domain Metrics | | |
| Achievement | ILEARN ELA Pass RateILEARN Math Pass Rate | Achievement | ISTEP ELA pass rate ISTEP Math pass rate | |
| Growth | ILEARN ELA Growth ILEARN Math Growth | Graduation | • 4-year cohort graduation rate | |
| Attendance | Percent attending 90% or better | Attendance | Percent attending 90% or better | |
| Behavior | Percent with zero suspensions | Behavior | Percent with zero suspensions | |
| Equity | ELA Growth for target studentsMath Growth for target studentsRelative Risk Ratio | Equity | Percent with zero suspensions Relative Risk Ratio | |
| | | CCR | • CCR index | |

SCHOOL GOALS CONTEXT

Paired Domains

For the elementary and middle school frameworks the achievement and growth domains are paired

domains. This means that schools will get whichever domain they score best on. This will be selected after data is available. Since there is not a growth domain for high schools, the achievement domain has intentionally been lightly weighted.

Equity Domain – Target Students

The target students discussed in the equity buckets will be defined using the following logic:

- ➤ Elementary/Middle School
 - o If you are a TSI school, you will use your assigned TSI group
 - If you have multiple TSI subgroups, you can select which subgroup will be included in your school goals
 - If you are not a TSI school, the bottom 25% of students (aligned to state accountability) will be used as your target students
- High School
 - o If you are a TSI school, you will use your assigned TSI group
 - If you have multiple TSI subgroups, you can select which subgroup will be included in your school goals
 - If you are not a TSI school, the school can choose which subgroup your school will include in your school goals

Relative Risk Ratio

As of SY1819, schools are accountable for disproportionality data for special education students. This aligns to the Result Driven Accountability framework and individual schools' federal A-F grade. For the 20.21SY school year, the relative risk ratio will be the following calculation:

Number of black SPED students who have been suspended for 10 days or more days divided by the number of black SPED students) divided by (number of non-black SPED students who have been suspended for 10 day or more divided by the number of non-black SPED students)

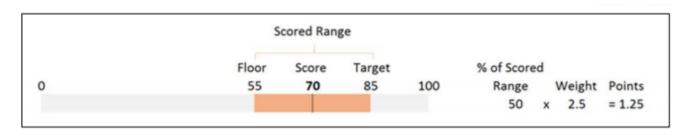
SCHOOL GOALS CALCULATION

Benchmarking – Distribution Model

We will set floors and targets based on all school results on each metrics. School groups will be divided by grades served. Therefore, there will be different floors and targets for K-6, K-8, MS, and HS models.

- A floor is the minimum level of performance required on a metric to start earning points (10th percentile of your school model)
- A target is the level of performance required on a metric to earn the maximum number of points (90th percentile of your school model)

Once a floor and target has been defined, your data will be applied against the distribution and you'll be awarded points based on your progress towards the overall target. The formula used to calculate this is [(your metric score-floor)/(target-floor)] x metric weight.



OVERALL CALCULATIONS

The School Goals metric will generate a value between 0-100%, which will then be multiplied by four (4). For example, if you school scored an 80% on their School Goals, 80% would be multiplied by four (4) to receive a 3.2 on the rubric.

Rubric Used to Assess School Accountability Metrics

| Highly Effective | Effective | Improvement Necessary | Ineffective |
|------------------|------------|-----------------------|-------------|
| 4.0 – 3.5 | 3.49 – 2.5 | 2.49 – 1.75 | 1.74 - 0 |

APPENDIX B: STANDARD FOR SUCCESS

The Standard for Success Teacher Training Guide is available on the SFS website. Click here to access the guide. This platform will manage all data collection and storage and will provide administrators with analysis and reports. These reports will help inform individual, school and district professional development throughout the year.

The IPS Evaluation & Development Guidebook (this document) will also be located on SFS. Staff will be notified of any updates made to the guidelines throughout the year and the latest version will always be found on SFS.

All staff can access the following on SFS:

- > All rubrics
- > All forms and help documents
- > All district-created assessments
- Growth Tracker (pre-/posttests)
- Observation evidence
- ➤ All growth and PIP plans
- ➤ Helpful PDF's/ how-to guides
- All ratings

APPENDIX C: TEACHER GROUPS

Important Note: Some teacher groups have changed, please review thoroughly to ensure you understand which teacher group your role aligns to. Changes indicated by <NEW>. Please reference the <u>Teacher Evaluation & Development Guidebook</u> for additional details related to the teacher evaluation process.

| Novice Group: First-year teachers (no previous experience) | | | | |
|--|-----------------------------|------------------------------|--------------------------------|-------------------------|
| Rubric (six specific indicators) | Professional Growth Goal | Focused School Initiative | School Accountability Measures | Standardized Measure |
| 50% | 10% | 10% | 10% | 20% |

| Group 1: Most Classroom Teachers, Social Workers, Counselors, Graduation Coaches | | | | |
|--|-----|-----|-------------------------|-----|
| Rubric | , | | Standardized Measure | |
| 50% | 10% | 10% | 10% | 20% |

NEW> Group 2: PYC, Nonpublic, Life Skills, Arches, SLP/OT/PT, SPED Specialists, SPED Behavioral Specialists, District Content Coaches, Psych, Alt Ed, Newcomer, Central Compliance Monitors
Rubric
Professional Growth Goal
Focused School/Department/Program Initiative
Building-based staff use Focused School Initiative;
Staff that serve multiple building will use the Department/Program goal
50%
10%
40%

| <new> Group 3: Multi-Classroom Leaders (MCLs) and Expanded Impact Teachers (EITs)</new> | | | | |
|---|-----|----------------------|--------------------------------|--|
| Rubric Professional Growth Goal Standardized M | | Standardized Measure | School Accountability Measures | |
| 50% | 10% | 30% | 10% | |

^{*} Full Release MCLs will use the MCL Rubric

^{*} Expanded Impact Teachers will utilize the teacher rubric

| Group 4: Less than 120-day Teacher |
|------------------------------------|
| Rubric |
| 100% |

| Group 5: Administrators | |
|-------------------------|--------------------------------|
| Rubric | School Accountability Measures |
| 50% | 50% |

| <new> Group 6: Franci</new> | is Bellamy, Nonpublic Title, Innov | ation Teachers | |
|-----------------------------|------------------------------------|--------------------------------------|----------------------|
| Rubric | Professional Growth Goal | Focused School/Program Initiative | Standardized Measure |
| 50% | 10% | 20% | 20% |

^{*} Partial Release MCLs rubric will have a 50/50 split between the MCL and instructional specialist rubrics

INDIANAPOLIS PUBLIC SCHOOLS

EVALUATION RUBRICS 2020–2021



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Teacher Effectiveness Rubric **IPS Danielson**

| Domain 1: Planning and Preparation | ronaration | | |
|---|--|--|--|
| 1a. Demonstrating knowledge of content and pedagogy | e of content and pedagogy | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| The teacher's plans and practice reflect | The teacher's plans and practice reflect | The teacher's plans and practice reflect | The teacher's plans and practice |
| extensive knowledge of the content | solid knowledge of the content, | some awareness of the important | display little knowledge of the content, |
| and the structure of the discipline. The | prerequisite relationships between | relationships hetween them and | different aspects of the content or the |
| of prerequisites and misconceptions | instructional practices specific to that | relationships between them, and instructional practices specific to that | instructional practices specific to that |
| when describing instruction or seeking | discipline (1a.E) | discipline (1a.IN) | discipline (1a.l) |
| causes for student misunderstanding | | - | - |
| (1a.HE) | | | |
| 1b. Demonstrating knowledg | knowledge of students | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| The teacher actively seeks knowledge | The teacher actively seeks knowledge | The teacher indicates the importance | The teacher demonstrates little or no |
| of students' backgrounds, cultures, | of students' backgrounds, cultures, | of understanding students' | knowledge of students' backgrounds, |
| skills, language proficiency, interests, | skills, language proficiency, interests, | backgrounds, cultures, skills, language | cultures, skills, language proficiency, |
| sources and attains this knowledge for | knowledge for groups of students | needs and attains this knowledge for | not seek such understanding (1h I) |
| individual students (1b.HE) | (1b.E) | the class as a whole (1b.IN) | |
| 1c. Setting instructional outcomes | omes | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Instructional outcomes are stated as | Instructional outcomes are stated as | Instructional outcomes are of | Instructional outcomes are unsuitable |
| goals that can be assessed, reflecting | goals reflecting high-level learning and | moderate rigor and are suitable for | for students, represent trivial or low- |
| rigorous learning and curriculum | curriculum standards. They are | some students, but consist of a | level learning, or are stated only as |
| standards. They represent different | suitable for most students in the class, | combination of activities and goals, | activities. They do not permit viable |
| types of content, offer opportunities | represent different types of learning, | some of which permit viable methods | methods of assessment (1c.I) |
| for both coordination and integration, | and can be assessed. The outcomes | of assessment. They reflect more than | |
| and take into account of the needs of | reflect opportunities for coordination | one type of learning, but the teacher | |
| individual students (1c.HE) | (1c.E) | makes no attempt at coordination or integration (10 IN) | |
| 1d. Demonstrating knowledge of resources | ge of resources | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| The teacher seeks out resources in and | The teacher is fully aware of the | The teacher demonstrates some | The teacher demonstrates little or no |
| professional organizations, on the | or district to enhance own knowledge. | through the school or district to | won knowledge, to use in teaching, or |
| Internet, and in the community to | to use in teaching, or for students who | enhance own knowledge, to use in | for students who need them. The |
| enhance own knowledge, to use in | need them (1d.E) | teaching, or for students who need | teacher does not seek such knowledge |
| teaching, and for students who need | | | (1d.l) |
| 11C111 (±01.1E) | | CARCING SACTI MICONICABE (±a:tiv) | |

| 1e. Designing coherent instruction | iction | | |
|--|---|---|--|
| | Effective | Improvement Necessary | Ineffective |
| The teacher coordinates knowledge of | The teacher coordinates knowledge of | | The series of learning experiences is |
| content, of students, and of resources, | content, of students, and of resources | demonstrates partial alignment with | poorly aligned with the instructional |
| to design a series of learning | to design a series of learning | instructional outcomes, and some of | outcomes and does not represent a |
| experiences aligned to instructional | experiences aligned to instructional | the experiences are likely to engage | coherent structure. The experiences are |
| outcomes, differentiated where | outcomes and suitable for groups of | students in significant learning. The | suitable for only some students (1e.I) |
| appropriate to make them suitable to | students. The lesson or unit has a clear | lesson or unit has a recognizable | |
| all students and likely to engage them | structure and is likely to engage | structure and reflects partial | |
| in significant learning. The lesson or | students in significant learning (1e.E) | knowledge of students and | |
| unit structure is clear and allows for | | resources (1e.IN) | |
| different pathways according to | | | |
| student needs (1e.HE) | | | |
| 1f. Designing student assessments | ments | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| The teacher's plan for student | The teacher's plan for student | The teacher's plan for student | The teacher's plan for assessing student |
| assessment is fully aligned with the | assessment is aligned with the | assessment is partially aligned with | learning contains no clear criteria or |
| instructional outcomes, with clear | instructional outcomes, uses clear | the instructional outcomes without | standards, is poorly aligned with the |
| criteria and standards that show | criteria, and is appropriate to the | clear criteria, and inappropriate for a | instructional outcomes, or is |
| evidence of student contribution to | needs of students. The teacher intends | least some students. The teacher | inappropriate for many students. The |
| their development. Assessment | to use assessment results to plan for | intends to use assessment results to | results of assessment have minimal |
| methodologies may have been | tuture instruction for groups of | plan for future instruction for the | impact on the design of future |
| toochor interviouals, and the | students (11.E) | class as a whole (11.1N) | וווצני עכנוטוו (בו.ו) |
| teacher intends to use assessment | | | |
| results to plan future instruction for individual students (1f.HE) | | | |
| Domain 2: Classroom Environment | /ironment | | |
| 2a. Creating an Environment | 2a. Creating an Environment of Respect and Rapport: Supportive relationships and interactions between teacher | portive relationships and int | eractions between teacher |
| and students and among students | dents | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Classroom interactions among the | Teacher-student interactions are | Patterns of classroom interactions, | Patterns of classroom interactions, both |
| teacher and individual students are | inclusive, friendly and demonstrate | both between the teacher and | between the teacher and students and |
| inclusive, highly respectful, reflecting | general caring and respect. Such | students and among students, are | among students, are generally |
| genuine warmth and caring and | interactions are appropriate to the | generally appropriate but may | appropriate but may reflect occasional |
| sensitivity to students' ages, cultures, | ages, developmental levels, and | reflect occasional inconsistencies, | inconsistencies, favoritism, and disregard |
| and levels of development. Students | cultures of the students. Students | favoritism, and disregard for | for students' ages, cultures, and |
| exhibit respect for the teacher and | exhibit respect for the teacher. | students' ages, cultures, and | developmental levels. Students rarely |
| contribute to maintain high levels of | Interactions among students are | developmental levels. Students | demonstrate respect for one another. |
| inclusion and civility among members | | rarely demonstrate respect for one | Teacher attempts to respond to |

| | | | (e.g., online classroom circles, group |
|--|---|---|---|
| | | | students as well as other educators |
| | | circles, group projects). | collaboration among themselves and |
| | | educators (e.g., online classroom | meaningful opportunities for |
| | | and students as well as other | meeting, while organizing |
| | | for collaboration among themselves | guidelines during each online |
| | and guidelines with student groups. | organizing meaningful opportunities | referencing the norms and |
| | Teacher references virtual norms | guidelines with student groups, | guidelines with student groups |
| | technology. | Teacher crafts virtual norms and | Teacher crafts virtual norms and |
| | troubleshoot concerns with | them. | platforms and concerns. |
| | cases and is sometimes available to | and teacher work together to solve | opportunities to navigate online |
| | Teacher displays empathy in some | problems that arise, and the students | to solve them; the teacher models |
| | Virtual Extension: | Teacher is empathetic toward tech | students and teacher work together |
| | | Virtual Extension: | tech problems that arise, and the |
| | others. | | Teacher is empathetic toward all |
| | beliefs, values, and behaviors on | and behaviors on others. | Virtual Extension: |
| | reflection on the impact of identity, | impact of identity, beliefs, values, | |
| class sessions. | self and students to engage in | in reflection and discussion on the | and behaviors on others. |
| | Does not identify opportunities for | Regularly engages self and students | impact of identity, beliefs, values, |
| Teacher does not follow virtual | practices. | oppressive and exclusive practices. | in reflection and discussion on the |
| troubleshoot tech concerns. | interrupt oppressive and exclusive | Consistently acts to interrupt | Regularly engages self and students |
| Teacher is often unavailable to | Misses opportunities to act to | that impact others. | oppressive and exclusive practices. |
| Virtual Extension: | behaviors that impact others. | language, attitudes and behaviors | Consistently acts to interrupt |
| | for language, attitudes and | Holds students accountable for | that impact others. |
| response from the teacher. (2a.l.3) | Rarely holds students accountable | may be 2b, expectations. | language, attitudes and behaviors |
| toward one another with no | successful. | struggle with complex learning. This | Holds students accountable for |
| Students use disrespectful talk | indicate that the efforts are not | encouragement to students as they | classmates. (2a.HE.3) |
| interests or personalities. | students, but student reactions | During the lesson, the teacher offers | one another in their conduct toward |
| or caring about individual students' | connections with individual | empathy for one another. | When necessary, students correct |
| Teacher displays no familiarity with | Teacher attempts to make | Students exhibit respect and | respects the student's dignity. |
| students. | results. | teacher. | student's incorrect response |
| disrespectful interactions among | disrespectful behavior, with uneven | Students exhibit respect for the | The teacher's response to a |
| Teacher does not address | Teacher attempts to respond to | individual students. | lives beyond school. |
| feelings of hurt or insecurity. | disrespect. | Teacher makes connections with | and caring about individual students' |
| Student body language indicates | students is uneven, with occasional | respectful. | Teacher demonstrates knowledge |
| toward students. | teacher and students or among | and among students is uniformly | "proficient," |
| Teacher uses disrespectful talk | The quality of interactions between | Talk between teacher and students | In addition to the characteristics of |
| Critical Attributes: (2a.I.2) | Critical Attributes: (2a.IN.2) | Critical Attributes: (2a.E.2) | Critical Attributes: (2a.HE.2) |
| | | | words and actions. (2a.HE.1) |
| | with uneven results (2a.IN.1) | | influences their mindsets, biases, |
| results (2a.l.1) | respond to disrespectful behavior, | differences. (2a.E.1) | understanding of how their identity |
| disrespectful behavior, with uneven | another. Teacher attempts to | generally polite and celebrate | of the class. Students show an |

| projects). | | | |
|---|--|--|--|
| 2b. Establishing a Culture for | Learning: The atmosphere in | 2b. Establishing a Culture for Learning: The atmosphere in the classroom that reflects high expectations and the | gh expectations and the |
| importance of the work undertaken by | ertaken by both students and teacher | teacher | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| The classroom culture is characterized | Establishes a culture where all | The classroom culture is characterized | The classroom culture is characterized |
| by a shared belief in the importance of | students engage with rigorous content, | by a shared belief in the importance of | by little commitment to the learning by |
| culture where all students engage with | learning. The classroom culture is a | characterized by a lack of the teacher | engagement in the task at hand is |
| rigorous content, which results in | cognitively busy place where learning | or student commitment to the learning | inconsistent. The teacher appears to |
| enthusiasm for learning. Teacher | is valued by all. Students understand | and/or little or no investment of | be only "going through the motions, |
| holds and models high academic and | their role as learner and consistently | student energy into the task at hand. | and students indicate that they are |
| behavioral expectations for all | expend effort to learn by engaging in | Learning is not expected or valued | interested in completion of a task, |
| students. Instructional outcomes, | the task at hand. Instructional | (2b.l.1) | rather than quality." (2b.IN.1) |
| activities, and assignments convey high | outcomes, activities, and assignments | | |
| expectations for all students. | convey high expectations for most | | |
| Classroom interactions may extend | students. Classroom interactions | | |
| learning. Students assume | support learning. Teacher holds and | | |
| responsibility for high quality work by | models high academic and behavioral | | |
| initiating improvements, making | expectations for all students. Teacher | | |
| revisions, adding detail, and/or helping | demonstrates mindful inclusion of the | | |
| peers. High expectations are | voices and perspectives from students | | |
| internalized by students. Teacher | of color. | | |
| demonstrates a passion for including | | | |
| the voices and perspectives of students | | | |
| of color. | | | |
| Critical Attributes: (2b.HE.2) | Critical Attributes: (2b.E.2) | Critical Attributes: (2b.IN.2) | Critical Attributes: (2b.1.2) |
| In addition to the characteristics of | The teacher's energy for the work is | The teacher's energy for the work is | The teacher conveys that the |
| "proficient," | half- hearted or unsuccessful at | half-hearted or unsuccessful at | reasons for the work are external. |
| The teacher communicates a | enlisting student energy. | enlisting student energy. | The teacher conveys to at least some |
| genuine passion for the subject. | The teacher communicates the | Teacher inconsistently engages | students that the work is too |
| Teacher actively and mindfully elevates | importance of the work and | students of color. | challenging for them. |
| students of color voices and perspectives | expectations that all students can be | The teacher conveys only modest | The teacher trivializes the learning |
| throughout lessons. | successful in it. | | goals and assignments. |
| Students indicate that they are not | Teacher elevates students of color | The teacher trivializes some of the | Students exhibit little or no pride in |
| satisfied unless they have complete | voices and perspectives throughout | learning goals and assignments. | their work (2b.l.3) |
| understanding. | lessons. | Students comply with the teacher's | |
| Student questions and comments | Student work and conduct during a | expectations for learning, but don't | Virtual Extension: |
| indicate a desire to understand the | lesson indicate commitment to high | indicate commitment on their own | Learning expectations are unclear |
| concepts rather than, for example, | quality. | initiative for the work. | and students often only have one |
| simply learning a procedure for | The teacher demonstrates a high | Most students indicate that they are | determined way to participate |
| getting the correct answer. | regard for student abilities. | looking for an "easy path." (2b.IN.3) | online. |
| | | | |

- Students recognize the efforts of their classmates.
- Students take initiative in improving the quality of their work. (2b.HE.3)

Virtual Extension:

- Learning expectations are clearly collaborative conversations with opportunities to respond through consistently given multiple during each online class meeting as Response options are outlined or digital-engagement tools. participate virtually in their learning defined and students are able to needed and students are through speaking, commenting and
- Teacher modifies strategic student input for rubric assignment rubrics for online consistently visible – gauging learning and makes them modifications (as applicable)

- The teacher emphasizes the role of hard work in student learning.
- and recognizes it. The teacher expects student effort
- The students put forth good effort to complete work of high quality.

Virtual Extension:

- Learning expectations are defined speaking, commenting or other virtually in their learning through
- Teacher clearly communicates assignment rubrics for online conversations with student groups; environments through collaborative appropriate guidelines for virtual learning (as applicable). teacher modifies strategic

Virtual Extension:

- Some expectations for learning are defined and students are able to through speaking or another singular participate virtually in their learning
- Teacher infrequently mentions guidelines/expectations for virtual assignment rubrics for online environments with student groups; learning (as applicable). teacher modifies portions of
- learning. rubrics are not adjusted for online Online guidelines/expectations are

- digital engagement tools. and students are able to participate

not communicated; assignment

students follow established routines routines and procedures. The teacher's only partially effective classroom Some instructional time is lost due to (2c.IN.1) With regular guidance and prompting leading to disruption of the learning. materials and supplies is inconsistent, transitions, and/or the handling of management of instructional groups, **Improvement Necessary**

and procedures ensure students are and procedures. Classroom routines due to effective classroom routines There is little loss of instructional time

Effective

Ineffective

well understood and engaged in

materials and supplies. Routines are transitions, and/or the handling of management of instructional groups, procedures. Students contribute to the

consistently by students (2c.HE.1)

"proficient,"

In addition to the characteristics of

The students work productively in

Procedures for transitions, materials,

Critical Attributes: (2c.IN.2)

Critical Attributes: (2c.E.2)

small group work.

classroom routines (2c.E.1)

consistent. With minimal guidance and

prompting, students follow established

of instructional groups and/or the

in identity. The teacher's management not adversely affected by differences

handling of materials and supplies is

Critical Attributes: (2c.HE.2)

efficient classroom routines and

Instructional time is maximized due to

Highly Effective

maximize instructional time

2c. Managing Classroom Procedures: Routines and procedures to ensure the smooth operation of the classroom to

students know or follow established supplies. There is little evidence that and/or the handling of materials and instructional groups, transitions, evidence of the teacher managing procedures. There is little or no Much instructional time is lost due to routines (2c.I.1) inefficient classroom routines and

and non-instructional duties seem to and non-instructional duties seem

Procedures for transitions, materials,

Critical Attributes: (2c.l.2)

- Students take the initiative with time is used productively. their classmates to ensure that their
- Students engage classmates in the successful execution of routines and procedures.
- Students ensure that transitions are accomplished smoothly.
- Students take initiative in distributing and collecting materials
- Paraprofessionals and volunteers opportunities for students. (2c.HE.3) take initiative in improving learning

Virtual Extension:

- Teacher defines and models asked, camera on) –posting appropriate use of technology to students & families to reference recorded or written examples for follow procedures (e.g., mute when
- Students engage in classroom planning follow-up discussions about procedures and technology – challenging scenarios tied to discussions about positive as well as technology throughout the school

productive learning environment

2d. Managing Student Behavior: Clear standards of conduct, understood by students, to ensure an orderly and

- routines and procedures. through equitable classroom All students can achieve success
- The teacher has established timeinstructional activities. saving procedures for non-
- Routines for distribution and work efficiently. collection of materials and supplies
- Volunteers and paraprofessionals have clearly defined roles. (2c.E.3)

Virtual Extension:

 Teacher defines and models examples tied to procedures and positive as well as challenging in classroom discussions about asked, camera on); students engage follow procedures (e.g., mute when appropriate use of technology to

- operation is rough have been established, but their
- Most students can achieve success through equitable classroom routines and procedures.
- Small groups are only partially engaged while not working directly with the teacher. (2c.IN.3)

Virtual Extension:

operation is rough to have been established, but their

 Small groups are only partially with the teacher. (2c.IN.3) engaged while not working directly

 Teacher only shares a portion of examples of tech usage tied to some classroom discussion, but procedures; students participate in technology. don't review all expectations for

subtle and preventive. The teacher's standards of conduct. The teacher's and that of other students against role in monitoring their own behavior appropriate. Students take an active Student behavior is entirely monitoring of student behavior is **Highly Effective** student behavior against standards of appropriate. The teacher monitors Student behavior is generally and respectful to students (2d.E.1) misbehavior is consistent, appropriate, conduct. Teacher response to student Effective standards of conduct (2d.IN.1) to student misbehavior. There is inconsistent implementation of the monitor student behavior and respond Teacher tries, with uneven results, to **Improvement Necessary** of student behavior. Response to conduct (2d.I.1) Students challenge the standards of disrespectful of student dignity. students' misbehavior is repressive or There is little or no teacher monitoring Ineffective

response to student misbehavior is

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| Available technology is not being used, even if its use would enhance the lesson. (2e.l.3) | The teacher makes limited use of available technology and other resources. (2e.IN.3) | The teacher makes appropriate use of available technology. (2e.E.3) | needs. |
|--|--|--|--|
| Some students can't see or hear the teacher or see the board. | enhance it. | support the instructional goals and learning activities. | accommodate students with special |
| safety. | The physical environment is not an | The classroom is arranged to | Modifications are made to the |
| classroom, endangering student | and most students can see and hear. | students are able to see and hear. | "proficient," |
| There are physical hazards in the | The physical environment is safe, | The classroom is safe, and all | In addition to the characteristics of |
| Critical Attributes: (2e.l.2) | Critical Attributes: (2e.IN.2) | Critical Attributes: (2e.E.2) | Critical Attributes: (2e.HE.2) |
| | | | (2e.HE.1) |
| | | | environment to advance learning |
| | | | adaptation of the physical |
| | | | Students contribute to the use or |
| | with partial success (2e.IN.1) | | appropriate to the learning activities. |
| (2e.l.1) | arrangement to suit learning activities, | technology (2e.E.1) | the physical arrangement is |
| technology, and the lesson activities | attempt to modify the physical | physical resources, including computer | technology. The teacher ensures that |
| and resources, including computer | moderately effective. The teacher may | Teacher makes effective use of | resources, including computer |
| between the arrangement of furniture | including computer technology, is | is appropriate to the learning activities. | makes effective use of physical |
| learning. There is poor alignment | the teacher's use of physical resources, | ensures that the physical arrangement | those with special needs. The teacher |
| some students don't have access to | learning is accessible to most students | accessible to all students; the teacher | accessible to all students including |
| The physical environment is unsafe or | The classroom is safe, and essential | The classroom is safe, and learning is | The classroom is safe, and learning is |
| Ineffective | Improvement Necessary | Effective | Highly Effective |
| | | | learning activities |
| rniture is arranged to support the | ιt, in which the furniture is arra | 2e. Organizing Physical Space: A safe physical environment, in which the ful | 2e. Organizing Physical Spac |
| | lenient. (2d.IN.3) | | conduct. (2d.HE.3) |
| | sometimes very harsh, other times | | ensure compliance with standards of |
| to do anything about it. (2d.I.3) | misbehavior is inconsistent: | | appropriate with classmates to |
| misbehavior, s/he appears helpless | The teacher's response to student | | Students respectfully intervene as |
| When the teacher notices student | apparent system. | | moving about. |
| awareness or consequences. | student behavior, but with no | | behavior without speaking – just |
| rules, without apparent teacher | Teacher attempts to keep track of | student behavior. (2d.E.3) | The teacher monitors student |
| Some students violate classroom | them. | Teacher continually monitors | priorities. |
| student behavior. | neither teacher nor students refer to | behavior. | and how they reflect students' own |
| The teacher does not monitor | Classroom rules are posted, but | teacher, students correct their | the different standards of conduct |
| of conduct. | uneven success. | Upon a non-verbal signal from the | Students can explain the reasons for |
| chaotic, with no apparent standards | order in the classroom but with | of conduct. | "proficient," |
| The classroom environment is | The teacher attempts to maintain | • Students can describe the standards | In addition to the characteristics of |
| Critical Attributes: (2d.l.2) | Critical Attributes: (2d.IN.2) | Critical Attributes: (2d.E.2) | Critical Attributes: (2d.HE.2) |
| | | | sensitive to individual student needs (2d.HE.1) |
| | | | |

There is perfect alignment between the goals of the lesson and the physical environment.
 Students take the initiative to adjust

exp

| *he aborded to adjust | | | |
|---|--|--|---|
| Teacher makes extensive and | | | |
| imaginative use of available | | | |
| resources and technology. (2e.HE.3) | | | |
| Domain 3: Instruction | | | |
| 3a. Communication with Stu- | 3a. Communication with Students: Clear statement of learning outcomes, | | directions for class activities, and |
| explanations of concepts. Ric | explanations of concepts. Rich and imaginative use of language | guage | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| The teacher links the instructional | The instructional purpose of the lesson | Teacher's attempt to explain the | The instructional purpose of the lesson |
| purpose of the lesson to student | is clearly communicated to students, | instructional purpose has only limited | is unclear to students and the |
| interests; the directions and | including where it is situated within | success, and/or directions and | directions and procedures are |
| procedures are clear and anticipate | broader learning; directions and | procedures must be clarified after | confusing. The teacher's explanation of |
| possible student misunderstanding. | procedures are explained clearly. | initial student confusion. Teacher's | the content contains major errors. The |
| thorough and clear developing | clear and accurate and connects with | Contain minor errors. Some portions | contains errors of grammar or syntax |
| conceptual understandings. Students | students' knowledge and experience. | are clear; other portions are difficult to | Vocabulary is inappropriate, vague, or |
| contribute to explaining concepts to | Teacher's spoken and written language | follow. Teacher's spoken language is | used incorrectly, leaving students |
| their classmates. The teacher's spoken | is clear and correct. Vocabulary is | correct; however, vocabulary is limited | confused (3a.l.1) |
| and written language is expressive, and | appropriate to the students' ages and | or not appropriate to the students' | |
| the teacher finds opportunities to | interests (3a.E.1) | ages or backgrounds (3a.IN.1) | |
| (3a.HE.1) | | | |
| Critical Attributes: (3a.HE.2) | Critical Attributes: (3a.E.2) | Critical Attributes: (3a.IN.2) | Critical Attributes: (3a.l.2) |
| In addition to the characteristics of | The teacher states clearly, at some | • The teacher refers in passing to what | At no time during the lesson does |
| "proficient," | point during the lesson, what the | the students will be learning, or it is | the teacher convey to the students |
| I'lle teacher politis out possible areas of misunderstanding. | When asked by an observer | elaboration or explanation. | Students indicate through their |
| The teacher explains content clearly, | students can state what they are | The teacher clarifies the learning | questions that they are confused as |
| using metaphors and analogies to | learning. | task so students are able to | to the learning task. |
| bring content to life. | Students engage with the learning | complete it. | The teacher makes a serious content |
| All students seem to understand the | task, indicating that they understand | The teacher makes no serious | error that will affect students' |
| presentation. | what they are to do. | content errors, although may make a | understanding of the lesson. |
| explain the content to the class, or | be followed. | Vocabulary and usage are correct | language or questions that they |
| to classmates. | The teacher checks for student | but unimaginative. | don't understand the content being |
| | understanding of the learning task. | | presented. |

| invited to speak directly to one another. | but only a small number actually participate in the discussion. (3b.IN.3) | to one another, without continual mediation by the teacher. | |
|---|--|---|---|
| and students; students are not | The teacher calls on many students, | Discussions enable students to talk | (3b.HE.3) |
| All discussion is between teacher | ideas, but few students respond. | wait time. | classmates during a discussion. |
| lesson outcomes. | respond directly to one another's | The teacher makes effective use of | Students invite comments from their |
| Many questions are unrelated to the | The teacher invites students to | objectives. | enriching it. |
| thinking. | learning outcomes. | Questions are related to the lesson | Students extend the discussion, |
| Questions do not invite student | Some questions are unrelated to the | possible answers. | questions. |
| answer. | answer. | Most questions have multiple | Students initiate higher-order |
| convergent, with a single correct | and questions with a single correct | inviting students to think. | "proficient," |
| Questions are rapid-fire and | Questions are a mix of higher-order | Most questions are open-ended, | In addition to the characteristics of |
| Critical Attributes: (3b.I.2) | Critical Attributes: (3b.IN.2) | Critical Attributes: (3b.E.2) | Critical Attributes: (3b.HE.2) |
| | | students are heard (3b.E.1) | |
| | | range of strategies to ensure that all | heard in the discussion (3b.HE.1) |
| | | students in the discussion, employing a | themselves ensure that all voices are |
| | | teacher successfully engages all | unsolicited contributions. Students |
| | | stepping aside when appropriate. The | questions, initiate topics, and make |
| (3b.l.1) | | genuine discussion among students, | cognition. Students formulate many |
| few students dominate the discussion | another, with uneven results (3b.IN.1) | discourse. The teacher creates a | discourse, and promote meta- |
| mediating all questions and answers. A | encourage them to respond to one | advance high-level thinking and | advance high-level thinking and |
| recitation style, with the teacher | students in the discussion and to | challenge students cognitively, and | challenge students cognitively, |
| teacher and students is predominantly | teacher attempts to engage all | questions/prompts are used to | questions/prompts are used to |
| succession. Interaction between | inviting a thoughtful response. The | respond. A variety or series of | respond. A variety or series of |
| correct responses, and asked in rapid | and of moderate cognitive challenge | adequate time for students to | adequate time for students to |
| with low cognitive challenge, single | some related to the lesson objectives | and support the lesson objectives, with | support the lesson outcomes, with |
| poorly aligned with lesson outcomes, | combination of low and high quality, | questions/prompts are of high quality | of uniformly high quality and fully |
| The teacher's questions/prompts are | The teacher's questions/prompts are a | Most of the teacher's | The teacher's questions/prompts are |
| Ineffective | Improvement Necessary | Effective | Highly Effective |
| lenge previously held views | understanding, and invite students to formulate hypotheses, make connections, or challenge previously held views | udents to formulate hypothes | understanding, and invite stu |
| discussion to deepen student | questioning and discussion to | 3b. Using Questioning and Discussion Techniques: Use of questioning and | 3b. Using Questioning and Di |
| | | development. (3a.E.3) | |
| | | students' ages and levels of | |
| | | Vocabulary is appropriate to the | |
| | | and completely suited to the lesson. | |
| (3a.l.3) | | Vocabulary and usage are correct | |
| age or culture of the students. | | participation and thinking. | |
| Vocabulary is inappropriate to the | | is clear and invites student | |
| usage. | | The teacher's explanation of content | where appropriate. (3a.HE.3) |
| include errors of vocabulary or | | errors. | offering brief vocabulary lessons |
| The teacher's communications | Vocabulary may be too advanced or | The teacher makes no content | The teacher uses rich language, |

| to be intellectually active in exploring | 30 Engaging Students in Learning: Learning activities that enable students to be intelle |
|--|--|
| | discussion. (3b.E.3) |
| | All students actively engage in the |
| | volunteer. |
| who have their hands up. (3b.1.3) | even those who don't initially |
| The teacher only calls on students | The teacher calls on all students, |

sc. Engaging Students in Learning: Learning activities that enable students to be intellectually active in exploring important and challenging content and engage in high-level thinking

| learners The lesson is entirely suitable | development and facilitate students in | of the students' development stage | instructional outcomes are unsuitable |
|--|--|---|---|
| +-+ | | | +-+ |
| to the students' development, and | constructing knowledge. Learning | Instruction does not facilitate students | to the students' developmental stage, |
| facilitates all students in constructing | activities, materials, resources, | constructing knowledge, allowing some | or do not require students to think. |
| knowledge. Learning activities, | technology, and instructional grouping | students to be passive or compliant. | The lesson has no clearly defined |
| materials, resources, technology, and | are complementary, resulting in active | Learning activities, materials, | structure, or the pace of the lesson is |
| instructional grouping are | intellectual engagement by groups of | resources, technology, and | too slow or rushed. Few students are |
| complementary, resulting in active | students with important and | instructional grouping only partially | intellectually engaged (3c.l.1) |
| intellectual engagement by each | challenging content. The lesson has a | engage students with the content. The | |
| student in important and challenging | clearly defined structure, and the | lesson has a recognized structure; | |
| content. The lesson has a clearly | pacing of the lesson is appropriate, | however, the pacing of the lesson may | |
| defined structure, and the pacing of | providing most students the time | not provide students the time needed | |
| the lesson provides students the time | needed to intellectually engage with | to intellectually engage with their | |
| needed to intellectually engage with | their learning (3c.E.1) | learning (3c.IN.1) | |
| and reflect upon their learning, and to | | | |
| consolidate their understanding. | | | |
| Students have choice in how they | | | |
| complete tasks and may serve as | | | |
| resources for one another (3c.HE.1) | | | |
| Critical Attributes: (3c.HE.2) | Critical Attributes: (3c.E.2) | Critical Attributes: (3c.IN.2) | Critical Attributes: (3c.l.2) |
| In addition to the characteristics of | Most learning tasks demand higher- | Learning tasks are a mix of those | Learning tasks require only recall or |
| "proficient," | order thinking | requiring thinking and recall. | have a single correct response or |
| Students have choice in how they | Learning tasks have multiple correct | Students have no choice in how they | method. |
| complete tasks. | responses or approaches. | complete tasks. | The materials used ask students only |
| Students modify a learning task to | There is a productive mix of different | The instructional groups partially | to perform rote tasks. |
| make it more meaningful or relevant | types of groupings, suitable to the | serve the instructional purpose. | Only one type of instructional group |
| to their needs. | lesson objectives. | The materials and resources are | is used (whole group, small groups) |
| Students suggest modifications to | Materials and resources support the | partially aligned to the lesson | when variety would better serve the |
| the grouping patterns used. | learning goals and students' | objectives, only some of them | instructional purpose. |
| | cultures. | requiring student thinking. | |

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|---|--|--|-----------------------|--|---|---|
| In addition to the characteristics of "proficient," There is evidence that students have helped establish evaluation criteria. Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class. | differentiated to address individual student misunderstandings (3d.HE.1) Critical Attributes: (3d.HE.2) | instruction, through student involvement in establishing the assessment criteria. Students self- assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Students are aware of and may contribute to the assessment criteria. Questions/Prompts/ Assessments are used regularly to diagnose evidence of learning, and instruction is adjusted and | Highly Effective | a lesson, monitor student ur monitoring of learning | d. Using Assessment in Inst | Students suggest modifications or additions to the materials being used. Students have an opportunity for reflection and closure on the lesson. Virtually all students are highly engaged in the lesson. (3c.HE.3) |
| The teacher monitors student learning through a variety of means, including using specifically formulated questions to elicit evidence of student understanding, for at least groups of students. Epochack includes specific and | Critical Attributes: (3d.E.2) | instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students are aware of the assessment criteria. Questions/Prompts/ Assessments are used to diagnose evidence of learning, and adjustment to instruction is made to address student misunderstandings (3d.E.1) | Effective | a lesson, monitor student understanding, and, where appropriate, engage monitoring of learning | 3d. Using Assessment in Instruction: Use of formative assessment for teac | The lesson has a clear structure. Most students are intellectually engaged in the lesson. (3c.E.3) |
| The teacher requests global indications of student understanding. Feedback to students is not uniformly specific, not oriented toward future improvement of work. The teacher makes only minor | Critical Attributes: (3d.IN.2) | support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is inaccurate or unspecific, and students are only partially aware of the assessment criteria used to evaluate their work. Questions/ Prompts/Assessments are not used to diagnose evidence of learning (3d.IN.1) | Improvement Necessary | | | There is a discernible structure to the lesson, but it's not completely successful. Some students are intellectually engaged in the lesson. (3c.IN.3) |
| The teacher gives no indication of what high-quality work looks like. Assessment is used only for grading. The teacher makes no effort to determine whether students understand the lesson. Feedback is only global. The teacher does not ask students to | Critical Attributes: (3d.I.2) | Resessment of monitoring of student learning is absent or minimal. Feedback is absent or of poor quality. There is no attempt to adjust the lesson as a result of assessment. Students are not aware of the assessment criteria and do not engage in self- assessment (3d.l.1) | Ineffective | students in self-assessment and | hers to keep their fingers on the pulse of | Instructional materials used are unsuitable to the lesson and/or the students. The materials used clash with students' cultures. Few students are engaged in the lesson. (3c.l.3) |

once during the lesson.

| | | | students. (3e.HE.3) |
|--|--|---|---|
| | | | beyond who s/he has contacted for |
| to reach all students. (3e.l.3) | strategies to do so. (3e.IN.3) | | can cite others in the school and |
| does not indicate that it is important | students, but does not suggest | difficulty. (3e.E.3) | In reflecting on practice, the teacher |
| In reflecting on practice, the teacher | indicates the desire to reach all | undertaken to reach students having | broad range of approaches to use. |
| learning, it is their fault. | In reflecting on practice, the teacher | cites multiple approaches | understands, and that s/he has a |
| that when they have difficulty | to assist them. | In reflecting on practice, the teacher | "finished" until every student |
| The teacher conveys to students | learning, but uncertainty as to how | difficulty. | that s/he won't consider a lesson |
| the lesson. | level of responsibility for their | try when the students experience | The teacher conveys to students |
| incorporate student interests into | The teacher conveys to students a | that s/he has other approaches to | moment to enhance a lesson. |
| The teacher makes no attempt to | lesson. | The teacher conveys to students | The teacher seizes on a teachable |
| questions. | questions and interests into the | heart of the lesson. | needed. |
| The teacher brushes aside student | attempts to incorporate student | interests and questions into the | major lesson readjustment when |
| understanding. | The teacher makes perfunctory | The teacher incorporates students' | The teacher successfully executes a |
| student boredom or lack of | lesson are only partially successful. | minor modification to the lesson. | "proficient," |
| The teacher ignores indications of | The teacher's efforts to modify the | The teacher successfully makes a | In addition to the characteristics of |
| Critical Attributes: (3e.l.2) | Critical Attributes: (3e.IN.2) | Critical Attributes: (3e.E.2) | Critical Attributes: (3e.HE.2) |
| | | | (3e.HE.1) |
| | | | from the school or community |
| | | | and soliciting additional resources |
| | | repertoire of strategies (3e.E.1) | repertoire of instructional strategies |
| environment (3e.l.1) | (3e.IN.1) | difficulty learning, drawing on a broad | need help, using an extensive |
| blames the students or their home | repertoire of strategies to draw upon | approaches for students who have | effective approaches for students who |
| experience difficulty, the teacher | success but has only a limited | teacher persists in seeking | needed. Teacher persists in seeking |
| student questions; when students | accepts responsibility for student | questions, needs, and interests. The | major adjustment to a lesson when |
| lack of interest. The teacher ignores | with moderate success. The teacher | plans and accommodating student | interests, or successfully makes a |
| student understanding or students' | to student questions and interests, | adjustments as needed to instruction | spontaneous event or student |
| plan in spite of evidence of poor | lesson when needed and to respond | learning of all students, making minor | enhance learning, building on a |
| The teacher adheres to the instruction | The teacher attempts to modify the | The teacher promotes the successful | The teacher seizes an opportunity to |
| Ineffective | Improvement Necessary | Effective | Highly Effective |
| classroom activities | t interests and questions into | major adjustments to a lesson, and to incorporate student interests and questions into classroom activities | major adjustments to a less |
| ments to make minor and | ness and use of teachable mo | 3e. Demonstrating Flexibility and Responsiveness: Awareness and use of teachable moments to make minor and | 3e. Demonstrating Flexibility |
| | | | initiative or as a result of tasks set by the teacher. (3d.HE.3) |
| | | | Students monitor their own understanding, either on their own |
| | | (3d.E.3) | students. |
| | | own work and make improvements. | |
| | | Students are invited to assess their | Feedback to students is obtained |

| Domain 4: Professional R | Responsibilities | | |
|--|--|---|--|
| 4a. Reflecting on teaching | | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| The teacher's reflection on the lesson | The teacher provides an accurate and | The teacher provides a partially | The teacher does not accurately assess |
| is thoughtful and accurate, citing | objective description of the lesson, | | the effectiveness of the lesson and has |
| specific evidence. The teacher draws | citing specific evidence. The teacher | the lesson but does not cite specific | no ideas about how the lesson could |
| on an extensive repertoire to suggest | makes some specific suggestions as to | evidence. The teacher makes only | be improved (4a.I) |
| alternative strategies and predicts the | how the lesson might be improved | general suggestions as to how the | |
| likely success of each (4a.HE) | (4a.E) | lesson might be improved (4a.IN) | |
| 4b. Maintaining accurate rec | records | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| The teacher's systems for maintaining | The teacher's systems for maintaining | The teacher's systems for maintaining | The teacher's systems for maintaining |
| both instructional and non- | both instructional and non- | both instructional and non- | both instructional and non- |
| instructional records are accurate, | instructional records are accurate, | instructional records are rudimentary | instructional records are either |
| efficient, and effective, and students | efficient, and effective (4b.E) | and only partially effective (4b.IN) | nonexistent or in disarray, resulting in |
| כטוונווטענפ נט וגא ווומווונפוומווכפ (4ט.חב) | | | errors and comusion (4b.1) |
| tc. communicating with families | | | |
| וווא בווככנואכ | רוותמניאמ | IIIIpi Ovement Necessary | Helicetive |
| families is frequent and sensitive to | with families and successfully approach | The teacher adheres to school | families about the instructional |
| cultural traditions: students participate | them in the instructional program | families and makes modest attempts | program or about individual students is |
| in the communication. The teacher | Information to families about | to engage families in the instructional | sporadic or culturally inappropriate. |
| successfully engages families in the | individual students is conveyed in a | program. But communications are not | The teacher makes no attempt to |
| instructional program, as appropriate | culturally appropriate manner (4c.E) | always appropriate to the cultures of | engage families in the instructional |
| (4C.HE) | | those families (4c.IN) | program (4c.l) |
| 4d. Participating in a Professional Learning Community | ional Learning Community | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| The teacher makes a substantial | The teacher participates actively in the | The teacher becomes involved in the | The teacher avoids participating in a |
| contribution to the professional | professional community and in school | professional community and in school | professional community or in school |
| community and to school and district | and district events and projects and | and district events and projects when | and district events and projects; |
| events and projects, and assumes a | maintains positive and productive | specifically asked; relationships with | relationships with colleagues are |
| leadership role among the faculty (4d.HE) | relationships with colleagues (4d.E) | colleagues are cordial (4d.IN) | negative or self-serving (4d.1) |
| 4e. Growing and developing | professionally | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| The teacher actively pursues | The teacher seeks out opportunities | The teacher participates in | The teacher does not participate in |
| professional development | for professional development based on | professional development activities | professional development activities |
| opportunities and initiates activities to | an individual assessment of need and | that are convenient or are required | and makes no effort to share |

| contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues (4e.HE) | actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues (4e.E) | and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues (4e.IN) | knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues (4e.l) |
|---|---|--|---|
| 4f. Showing professionalism | | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| The teacher is proactive and assumes a | The teacher displays a high level of | The teacher is honest and well- | The teacher has little sense of ethics |
| leadership role in making sure that | ethics and professionalism in dealings | intentioned in serving students and | and professionalism and contributes to |
| school practices and procedures | with both students and colleagues and | contributing to decisions in the school, | practices that are self-serving or |
| ensure that all students, particularly | complies fully and voluntarily with | but the teacher's attempts to serve | harmful to students. The teacher fails |
| those traditionally under-served, are | school and district regulations (4f.E) | students are limited. The teacher | to comply with school and district |
| honored in the school. The teacher | | complies minimally with school and | regulations and timelines (4f.I) |
| displays the highest standards of | | district regulations, doing just enough | |
| ethical conduct and takes a leadership | | to get by (4f.IN) | |
| role in seeing that colleagues comply | | | |
| with school and district (4f.HE) | | | |

IPS Danielson Novice Teacher Rubric

Domain 2: Classroom Environment

and students and among students 2a. Creating an Environment of Respect and Rapport: Supportive relationships and interactions between teacher

| and students and among students | dents | | |
|---|--|--|--|
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Classroom interactions among the | Teacher-student interactions are | Patterns of classroom interactions, both | Patterns of classroom interactions, |
| teacher and individual students are | inclusive, friendly and demonstrate | between the teacher and students and | both between the teacher and |
| inclusive, highly respectful, reflecting | general caring and respect. Such | among students, are generally | students and among students, are |
| genuine warmth and caring and | interactions are appropriate to the ages, | appropriate but may reflect occasional | generally appropriate but may |
| sensitivity to students' ages, cultures, | developmental levels, and cultures of | inconsistencies, favoritism, and disregard | reflect occasional inconsistencies, |
| and levels of development. Students | the students. Students exhibit respect | for students' ages, cultures, and | favoritism, and disregard for |
| exhibit respect for the teacher and | for the teacher. Interactions among | developmental levels. Students rarely | students' ages, cultures, and |
| contribute to maintain high levels of | students are generally polite and | demonstrate respect for one another. | developmental levels. Students |
| inclusion and civility among members | celebrate differences. | Teacher attempts to respond to | rarely demonstrate respect for one |
| of the class. Students show an | | disrespectful behavior, with uneven | another. Teacher attempts to |
| understanding of how their identity | | results (2a.IN.1) | respond to disrespectful behavior, |
| influences their mindsets, biases, | | | with uneven results (2a.l.1) |
| words and actions. | | | |
| Critical Attributes | Critical Attributes | Critical Attributes | Critical Attributes |
| In addition to the characteristics of | Talk between teacher and students | The quality of interactions between | Teacher uses disrespectful talk |
| "effective," | and among students is uniformly | teacher and students or among | toward students. |
| Teacher demonstrates knowledge | respectful. | students is uneven, with occasional | Student body language indicates |
| and caring about individual | Teacher makes connections with | disrespect. | feelings of hurt or insecurity. |
| students' lives beyond school. | individual students. | Teacher attempts to respond to | Teacher does not address |
| The teacher's response to a | Students exhibit respect for the | disrespectful behavior, with uneven | disrespectful interactions among |
| student's incorrect response | teacher. | results. | students. |
| respects the student's dignity. | Students exhibit respect and empathy | Teacher attempts to make connections | Teacher displays no familiarity |
| When necessary, students correct | for one another. | with individual students, but student | with or caring about individual |
| one another in their conduct toward | During the lesson, the teacher offers | reactions indicate that the efforts are | students' interests or |
| classmates. | encouragement to students as they | not successful. | personalities. |
| Holds students accountable for | struggle with complex learning. This | Rarely holds students accountable for | *Students use disrespectful talk |
| language, attitudes and behaviors | may be 2b, expectations. | language, attitudes and behaviors that | toward one another with no |
| that impact others. | Holds students accountable for | impact others. | response from the teacher. |
| Consistently acts to interrupt | language, attitudes and behaviors that | Misses opportunities to act to interrupt | |
| oppressive and exclusive practices. | impact others. | oppressive and exclusive practices. | Virtual Extension: |
| Regularly engages self and students | Consistently acts to interrupt | Does not identify opportunities for self | Teacher is often unavailable to |
| in reflection and discussion on the | oppressive and exclusive practices. | and students to engage in reflection on | troubleshoot tech concerns. |
| impact of identity, beliefs, values, | Regularly engages self and students in | the impact of identity, beliefs, values, | Teacher does not follow virtual |
| and behaviors on others. | reflection and discussion on the | and behaviors on others. | norms and guidelines during |
| | impact of identity, beliefs, values, and | | online class sessions. |
| | benaviors on others. | | |

| Virtual Extension: | Virtual Extension: | Virtual Extension: | |
|--|---|--|--|
| Teacher is empathetic toward all | Teacher is empathetic toward tech | Teacher displays empathy in some | |
| tech problems that arise, and the | problems that arise, and the students | cases and is sometimes available to | |
| students and teacher work together | and teacher work together to solve | troubleshoot concerns with technology. | |
| to solve them; the teacher models | them. | Teacher references virtual norms and | |
| opportunities to navigate online | Teacher crafts virtual norms and | guidelines with student groups. | |
| platforms and concerns. | guidelines with student groups, | | |

circles, group projects). organizing meaningful opportunities

Teacher crafts virtual norms and guidelines with student groups -circles, group projects). educators (e.g., online classroom and students as well as other collaboration among themselves meaningful opportunities for meeting, while organizing guidelines during each online referencing the norms and and students as well as other for collaboration among themselves educators (e.g., online classroom

maximize instructional time 2c. Managing Classroom Procedures: Routines and procedures to ensure the smooth operation of the classroom to

| Highly Effective | Effective | Improvement Necessary | Ineffective |
|--|---|--|---|
| Instructional time is maximized due to | There is little loss of instructional time | Some instructional time is lost due to only | Much instructional time is lost due |
| efficient classroom routines and | due to effective classroom routines and | partially effective classroom routines and | to inefficient classroom routines |
| procedures. Students contribute to the | procedures. Classroom routines and | procedures. The teacher's management | and procedures. There is little or |
| management of instructional groups, | procedures ensure students are not | of instructional groups, transitions, | no evidence of the teacher |
| transitions, and/or the handling of | adversely affected by differences in | and/or the handling of materials and | managing instructional groups, |
| materials and supplies. Routines are | identity. The teacher's management of | supplies is inconsistent, leading to | transitions, and/or the handling of |
| well understood and engaged in | instructional groups and/or the handling | disruption of the learning. With regular | materials and supplies. There is |
| consistently by students (2c.HE.1) | of materials and supplies is consistent. | guidance and prompting, students follow | little evidence that students know |
| | With minimal guidance and prompting, | established routines (2c.IN.1) | or follow established routines |
| | students follow established classroom | | (2c.l.1) |
| | routines (2c.E.1) | | |
| Critical Attributes | Critical Attributes | Critical Attributes | Critical Attributes |
| In addition to the characteristics of | The students work productively in | Procedures for transitions, materials, | Students not working with the |
| "effective," | small group work. | and non- instructional duties seem to | teacher are disruptive to the |
| Students take the initiative | All students can achieve success | have been established, but their | class. |
| with their classmates to ensure that | through equitable classroom routines | operation is rough. | Non-instructional duties, such as |
| their time is used productively. | and procedures. | Most students can achieve success | taking attendance, consume |
| Students engage classmates in the | The teacher has established time- | through equitable classroom routines | much time. |
| successful execution of routines and | saving procedures for non- | and procedures. | |
| procedures. | instructional activities. | | |

- Students ensure that transitions are accomplished smoothly.
- Students take initiative in distributing and collecting materials efficiently.
- Paraprofessionals and volunteers take initiative in improving learning opportunities for students. (2c. HE.3)

Virtual Extension:

 Teacher defines and models appropriate use of technology to follow procedures (e.g., mute when asked, camera on) –posting recorded or written examples for students & families to reference later; students engage in classroom discussions about positive as well as challenging scenarios tied to procedures and technology – planning follow-up discussions about technology throughout the school year.

- Routines for distribution and collection of materials and supplies work efficiently.
- Volunteers and paraprofessionals have clearly defined roles. (2c.E.3)

Virtual Extension:

 Teacher defines and models appropriate use of technology to follow procedures (e.g., mute when asked, camera on); students engage in classroom discussions about positive as well as challenging examples tied to procedures and technology.

Small groups are only partially engaged while not working directly with the teacher. (2c.IN.3)

Virtual Extension:

 Teacher only shares a portion of examples of tech usage tied to procedures; students participate in some classroom discussion, but don't review all expectations for technology.

- There are no established procedures for distributing and collecting materials.
- Procedures are confused or chaotic.

Volunteers and

paraprofessionals appear confused as to what they are supposed to be doing. (2c.l.3)

Virtual Extension:

 Students do not receive examples of technology use and do not discuss it with peers or teachers.

2d. Managing Student Behavior: Clear standards of conduct, understood by students, to ensure an orderly and roductive learning environment

| broadcrive learning environment | | | |
|--|---|--|-------------------------------------|
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Student behavior is entirely | Student behavior is generally | Teacher tries, with uneven results, to | There is little or no teacher |
| appropriate. Students take an active | appropriate. The teacher monitors | monitor student behavior and respond to | monitoring of student behavior. |
| role in monitoring their own behavior | student behavior against standards of | student misbehavior. There is | Response to students' misbehavior |
| and that of other students against | conduct. Consistently holds and models | inconsistent implementation of the | is repressive or disrespectful of |
| standards of conduct. High academic | high academic and behavioral | standards of conduct. Inconsistently | student dignity. Students challenge |
| and behavioral expectations is held | expectations for all students. Teacher | models high academic and behavioral | the standards of conduct (2d.1.1) |
| and modeled for all students. The | response to student misbehavior is | expectations for all students. (2d.IN.1) | |
| teacher's monitoring of student | consistent, appropriate, and respectful | | |
| behavior is subtle and preventive. The | to students. Teacher is sensitive to | | |
| teacher's response to student | individual student needs and often | | |
| misbehavior is differentiated and | demonstrates differentiated responses | | |
| sensitive to individual student needs | (2d.E.1) | | |
| and cultural differences (2d.HE.1) | | | |
| | | | |

| | | | incentives. |
|---|---|--|--|
| | | | feedback about highly motivating |
| | | | bellaviol offilite – collecting studelit |
| | | | hehavior online - collecting student |
| | | | system to reinforce appropriate |
| | | | method; teacher utilizes incentive |
| | | | family's preferred communication |
| | | | behavior – determining each |
| | | | families about positive/challenging |
| | | | communication with students' |
| | behavior online. | | Teacher engages in regular |
| | system to reinforce appropriate | | examples of tech usage (as needed). |
| | teacher inconsistently utilizes incentive | | continues to model appropriate |
| | about positive/challenging behavior; | | community, while the teacher |
| | communication with students' families | behavior online. | opportunities for the full classroom |
| online reinforcement system. | Teacher engages in infrequent | system to reinforce appropriate | with empathy and used as learning |
| behavior and does not use an | as learning opportunities. | behavior; teacher utilizes incentive | instructed; mistakes are addressed |
| students' families about | instructed; mistakes are not positioned | families about positive/challenging | Students are using all technology as |
| Teacher does not engage | Some students are using technology as | communication with students' | Virtual Extension: |
| for misusing technology. | Virtual Extension: | Teacher engages in regular | |
| receive punitive consequences | | learning opportunities for everyone. | disproportionality |
| appropriately and students only | (2d.IN.3) | with empathy and positioned as | understanding of disciplinary |
| Students do not use technology | very harsh, other times lenient. | instructed; mistakes are addressed | through a lens that demonstrates |
| Virtual Extension: | misbehavior is inconsistent: sometimes | Students are using technology as | Teacher manages student behaviors |
| | The teacher's response to student | Virtual Extension: | of conduct. (2d.HE.3) |
| about it. <i>(2d.1.3)</i> | disciplinary disproportionality | | ensure compliance with standards |
| appears helpless to do anything | demonstrates understanding of | disproportionality 2d.E.3) | appropriate with classmates to |
| student misbehavior, s/he | student behaviors through a lens that | understanding of disciplinary | Students respectfully intervene as |
| When the teacher notices | Teacher inconsistently manages | through a lens that demonstrates | moving about. |
| awareness or consequences. | system. | Teacher manages student behaviors | behavior without speaking – just |
| rules, without apparent teacher | student behavior, but with no apparent | behavior. | The teacher monitors student |
| Some students violate classroom | Teacher attempts to keep track of | Teacher continually monitors student | priorities. |
| student behavior. | teacher nor students refer to them. | behavior. | and how they reflect students' own |
| The teacher does not monitor | Classroom rules are posted, but neither | teacher, students correct their | the different standards of conduct |
| standards of conduct. | success. | Upon a non-verbal signal from the | Students can explain the reasons for |
| chaotic, with no apparent | in the classroom but with uneven | of conduct. | "effective," |
| The classroom environment is | The teacher attempts to maintain order | • Students can describe the standards | In addition to the characteristics of |
| Critical Attributes | Critical Attributes | Critical Attributes | Critical Attributes |
| | | | |

Domain 3: Instruction

explanations of concepts. Rich and imaginative use of language 3a. Communication with Students: Clear statement of learning outcomes, directions for class activities, and

| | • Teacher uses visual representations of | | diffections for all lesson activities, |
|--|---|--|---|
| | areas online. | | dispetitions for all leaves activities |
| Ċ | 0 | מסוויים וכיול משונכם נס מוכ וכמסווי | for pool pool pfor of or of or |
| usage. | outlining some directions and content | completely suited to the lesson. | Teacher articulates goals/objectives |
| include errors of vocabulary or | goals/objectives for lessons – only | Vocabulary and usage are correct and | Virtual Extension: |
| The teacher's communications | Teacher states incomplete | participation and thinking. | |
| being presented. | Virtual Extension: | is clear and invites student | where appropriate. (3a.HE.3) |
| don't understand the content | | The teacher's explanation of content | offering brief vocabulary lessons |
| language or questions that they | juvenile for the students. (3a./N.3) | • The teacher makes no content errors. | The teacher uses rich language, |
| Students indicate through body | Vocabulary may be too advanced or | understanding of the learning task. | to classmates. |
| lesson. | unimaginative. | The teacher checks for student | explain the content to the class, or |
| students' understanding of the | Vocabulary and usage are correct but | followed. | The teacher invites students to |
| content error that will affect | error. | The teacher models the process to be | presentation. |
| The teacher makes a serious | errors, although may make a minor | what they are to do. | All students seem to understand the |
| as to the learning task. | The teacher makes no serious content | task, indicating that they understand | bring content to life. |
| questions that they are confused | so students are able to complete it. | Students engage with the learning | using metaphors and analogies to |
| Students indicate through their | The teacher clarifies the learning task | can state what they are learning. | The teacher explains content clearly, |
| learning. | elaboration or explanation. | When asked by an observer, students | areas of misunderstanding. |
| students what they will be | written on the board with no | students are learning. | The teacher points out possible |
| does the teacher convey to the | the students will be learning, or it is | point during the lesson, what the | "effective," |
| At no time during the lesson | • The teacher refers in passing to what | • The teacher states clearly, at some | In addition to the characteristics of |
| Critical Attributes | Critical Attributes | Critical Attributes | Critical Attributes |
| | | | (3a.HE.1) |
| | | | extend students' vocabularies |
| | | | and the teacher finds opportunities to |
| confused (3a.l.1) | | interests (3a.E.1) | and written language is expressive, |
| incorrectly, leaving students | students' ages or backgrounds (3a.IN.1) | appropriate to the students' ages and | their classmates. The teacher's spoken |
| inappropriate, vague, or used | is limited or not appropriate to the | is clear and correct. Vocabulary is | contribute to explaining concepts to |
| grammar or syntax. Vocabulary is | language is correct; however, vocabulary | Teacher's spoken and written language | conceptual understandings. Students |
| language contains errors of | are difficult to follow. Teacher's spoken | students' knowledge and experience. | thorough and clear, developing |
| teacher's spoken or written | Some portions are clear; other portions | and accurate and connects with | Teacher's explanation of content is |
| contains major errors. The | of the content may contain minor errors. | Teacher's explanation of content is clear | misunderstanding. |
| explanation of the content | student confusion. Teacher's explanation | procedures are explained clearly. | clear and anticipate possible student |
| confusing. The teacher's | procedures must be clarified after initial | broader learning; directions and | the directions and procedures are |
| the directions and procedures are | success, and/or directions and | including where it is situated within | interests, cultures and experiences; |
| lesson is unclear to students and | instructional purpose has only limited | is clearly communicated to students, | purpose of the lesson to student |
| The instructional purpose of the | Teacher's attempt to explain the | The instructional purpose of the lesson | The teacher links the instructional |
| Ineffective | Improvement Necessary | Effective | Highly Effective |
| | | | - |

| | | | Students have choice in how they |
|---|--|--|--|
| | | | and reflect upon their learning, and to |
| | | | needed to intellectually engage with |
| | | (3c.E.1) | the lesson provides students the time |
| | learning (3c.IN.1) | differences in students' learning needs. | defined structure, and the pacing of |
| | needed to intellectually engage with their | inclusive practices to support specific | content. The lesson has a clearly |
| | lesson may not provide students the time | demonstrates a variety of appropriate | student in important and challenging |
| | structure; however the pacing of the | with their learning. Teacher | intellectual engagement by each |
| | content. The lesson has a recognized | the time needed to intellectually engage | complementary, resulting in active |
| | only partially engage students with the | appropriate, providing most students | instructional grouping are |
| | technology, and instructional grouping | structure, and the pacing of the lesson is | resources, technology, and |
| are intellectually engaged (3c.l.1) | activities, materials, resources, | content. The lesson has a clearly defined | needs. Learning activities, materials, |
| is too slow or rushed. Few students | students' learning needs. Learning | students with important and challenging | differences in students' learning |
| structure, or the pace of the lesson | practices to support specific differences in | intellectual engagement by groups of | practices to support specific |
| lesson has no clearly defined | Teacher demonstrates some inclusive | are complementary, resulting in active | variety of appropriate inclusive |
| require students to think. The | students to be passive or compliant. | technology, and instructional grouping | knowledge. Teacher demonstrates a |
| developmental stage, or do not | constructing knowledge, allowing some | activities, materials, resources, | facilitates all students in constructing |
| are unsuitable to the students' | Instruction does not facilitate students | constructing knowledge. Learning | to the students' development, and |
| with the instructional outcomes, | the students' development stage. | development, and facilitate students in | learners. The lesson is entirely suitable |
| and technology are poorly aligned | outcomes, with minimal consideration of | outcomes, are suitable to the students' | outcomes and individual needs of the |
| resources, instructional groups, | partially aligned with the instructional | well- aligned with the instructional | well- aligned with the instructional |
| The learning activities, materials, | The various elements of the lesson are | The various elements of the lesson are | The various elements of the lesson are |
| Ineffective | Improvement Necessary | Effective | Highly Effective |
| | thinking | important and challenging content and engage in high-level thinking | important and challenging co |
| be intellectually active in exploring | ç | Engaging Students in Learning: Learning activities that enable students | 3c. Engaging Students in Lea |
| | | in virtual groups. | |
| | | express their learning individually and | |
| virtually. | | ongoing opportunities for students to | |
| measure student learning | | of expected outcomes and facilitates | |
| expected outcomes and | | Teacher creates visual representation | individually and in virtual groups. |
| Teacher does not convey | | presenting new content areas online. | students to express their learning |
| directions. | | for all lesson activities, while clearly | facilitating ongoing opportunities for |
| goals, objectives or clear | | for each lesson – outlining directions | on a frequent basis as needed, while |
| Teacher does not publish lesson | | Teacher articulates goals/objectives | outcomes, referencing the examples |
| Virtual Extension: | | Virtual Extension: | representation of expected |
| | | , | Teacher creates visual |
| students. <i>(3a.l.3)</i> | their learning online. | development. <i>(3a.E.3)</i> | areas. |
| the age or culture of the | opportunities for students to express | students' ages and levels of | explicitly presenting new content |
| · Vocabillancia in appropriate to | outcomes inconsistently and offers few | • Vocabulary is appropriate to the | hila madalina anlina asamalas and |

| complete tasks and may serve as resources for one another (3c.HE.1) | | | |
|---|---|--|---|
| Critical Attributes | Critical Attributes | Critical Attributes | Critical Attributes |
| "effective." | Most learning tasks demand higher- order thinking | Learning tasks are a mix of those requiring thinking and recall. | or have a single correct resonse |
| Teacher incorporates culturally | Learning tasks have multiple correct | | or method. |
| relevant examples throughout | responses or approaches. | complete tasks. | • The materials used ask students |
| lessons. | There is a productive mix of different | The instructional groups partially serve | only to perform rote tasks. |
| Students have choice in how they | types of groupings, suitable to the | the instructional purpose. | Only one type of instructional |
| complete tasks. | lesson objectives. | The teacher creates minimal ways for | group is used (whole group, |
| Students modify a learning task to | Materials and resources support the | students to engage in content. | small groups) when variety |
| make it more meaningful or relevant | learning goals and students' cultures. | The materials and resources are | would better serve the |
| to their needs. | • The lesson has a clear structure. | partially aligned to the lesson | Instructional purpose. |
| | for students to engage in content. | student thinking. | |
| Students suggest modifications or | Teacher incorporates culturally | There is a discernible structure to the | the students. |
| additions to the materials being | relevant examples throughout | lesson, but it's not completely | The materials used clash with |
| used. | lessons. | successful. | students' cultures. |
| Students have an opportunity for | Most students are intellectually | Some students are intellectually | Few students are engaged in the |
| reflection and closure on the lesson. | engaged in the lesson. (3c.E.3) | engaged in the lesson. (3c.IN.3) | lesson. <i>(3c.l.3)</i> |
| Virtually all students are highly | | | |
| engaged in the lesson. (3c.HE.3) | Virtual Extension: | Virtual Extension: | Virtual Extension: |
| | Lesson is interactive by attempting to | Lesson is interactive and/or engaging, | Lesson is not interactive, |
| | engage an learners in active | שמרוז ווסנוופטוסמז וטו מוו זנממפוונז. | C+1.1903+C |
| to operate all learners — offering | participation; teacher provides | • Lesson is not always multi-sensory, and | |
| positive reinforcement for active | match the needs of students | content components | sensory and students do not |
| participation; teacher has provided | Teacher utilizes content that | - | assist with its content creation. |
| appropriately rigorous activities to | stimulates multiple senses and allows | | |
| match the needs of students. | for student movement (as possible); | | |
| Teacher utilizes content that | teacher gives students ongoing | | |
| stimulates multiple senses and | opportunities to expand on lesson | | |
| allows for student movement (as | content by tasking them to create | | |
| possible); teacher gives students | assignment components or other | | |
| ongoing opportunities to expand on | lesson areas. | | |
| lesson content online by tasking | | | |
| them to create assignment | | | |
| components or other lesson areas | | | |
| through modeling or a scaffolded | | | |
| process that generates content. | | | |

monitoring of learning a lesson, monitor student understanding, and, where appropriate, engage students in self-assessment and 3d. Using Assessment in Instruction: Use of formative assessment for teachers to keep their fingers on the pulse of

| Highly Effective | Effective | Improvement Necessary | Ineffective |
|--|---|---|---|
| Assessment is fully integrated into the | Assessment is regularly used during | Assessment is occasionally used to | Assessment or monitoring of |
| instruction, through student | instruction, through monitoring of | support instruction, through some | student learning is absent or |
| involvement in establishing the | progress of learning by teacher and/or | monitoring of progress of learning by | minimal. Feedback is absent or of |
| assessment criteria. Assessments are | students, resulting in accurate, specific | teacher and/or students. Assessments are | poor quality. There is no attempt |
| accessible and reflective of student | feedback that advances learning. | occasionally accessible and reflective of | to adjust the lesson as a result of |
| experience. Students self- assess and | Teacher uses assessments that are | student experience. Feedback to students | assessment. Students are not |
| monitor their progress. A variety of | accessible and reflective of student | is inaccurate or unspecific, and students | aware of the assessment criteria |
| feedback, from both the teacher and | experience. Students are aware of the | are only partially aware of the assessment | and do not engage in self- |
| peers, is accurate, specific, and | assessment criteria. Questions/Prompts/ | criteria used to evaluate their work. | assessment (3d.1.1) |
| advances learning. Students are aware | Assessments are used to diagnose | Questions/ Prompts/Assessments are not | |
| of and may contribute to the | evidence of learning, and adjustment to | used to diagnose evidence of learning | |
| assessment criteria. Questions/ | instruction is made to address student | (3d.IN.1) | |
| Prompts/Assessments are used | misunderstandings (3d.E.1) | | |
| regularly to diagnose evidence of | | | |
| learning, and instruction is adjusted | | | |
| and differentiated to address | | | |
| individual student misunderstandings | | | |
| (3d.HE.1) | | | |
| Critical Attributes | Critical Attributes | Critical Attributes | Critical Attributes |
| In addition to the characteristics of | The teacher monitors student learning | The teacher requests global indications | The teacher gives no indication |
| "effective," | through a variety of means, including | of student understanding. | of what high-quality work looks |
| Teacher incorporates culturally | using specifically formulated | Feedback to students is not uniformly | like. |
| relevant questioning and examples | questions to elicit evidence of student | specific, not oriented toward future | Assessment is used only for |
| throughout assessments and | understanding, for at least groups of | improvement of work. | grading. |
| lessons. | students. | The teacher makes only minor attempts | The teacher makes no |
| There is evidence that students have | Teacher incorporates culturally | to engage students in self- or peer- | effort to determine whether |
| helped establish evaluation criteria. | relevant questioning and examples | assessment. (3d.IN.3) | students understand the lesson. |
| Teacher monitoring of student | throughout assessments and lessons. | | Feedback is only global. |
| understanding is sophisticated and | Feedback includes specific and timely | Virtual Extension: | The teacher does not ask |
| continuous: the teacher is | guidance on how students can | Teacher does not consistently measure | students to evaluate their own |
| constantly "taking the pulse" of the | improve their performance. | students' understanding or use a range | or classmates' work. (3d.1.3) |
| class. | The teacher elicits evidence of | of online tools to measure learning. | |
| The teacher makes frequent use of | individual student understanding once | | Virtual Extension: |
| strategies to elicit information about | during the lesson. Students are invited | | Teacher does not create online |
| individual student understanding. | to assess their own work and make | | opportunities to gauge students' |
| | improvements. | | understanding. |

| Feedback to students is obtained from many sources, including other students. Students monitor their own understanding, either on their own initiative or as a result of tasks set by | • ≤ • |
|--|---|
| the teacher. Teacher recognized potential bias in standardized testing and works to eliminate barriers (3d.HE.3) | wave, thumbs up) Teacher uses at least one online feature to check for understanding (e.g., brief Google survey/form). |
| Virtual Extension: Teacher makes multiple attempts to gather information about students' understanding (e.g., online wave, thumbs up). Teacher deploys a diverse set of online features to check for understanding (e.g., brief Google survey/form). | |

Instructional Specialist Rubric **IPS Danielson**

| Domain 1: Planning and Preparation | Preparation | | |
|---|--|--|---|
| 1a. Demonstrates understan | iding of the underlying researd | 1a. Demonstrates understanding of the underlying research, theories, knowledge, and skills of the discipline | kills of the discipline |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Specialist demonstrates extensive | Specialist demonstrates solid | Specialist demonstrates limited | Specialist demonstrates little or no |
| understanding of the critical concepts | understanding of the critical concepts | understanding of the critical concepts | understanding of the critical concepts |
| and content of the discipline and of an | and content of the discipline and of a | and content of the discipline and of the | and content of the discipline (1a.l) |
| extensive range of research-based | range of research-based practices to | range of proven strategies to | |
| practices and strategies to provide the | provide the instructional support | effectively provide the instructional | |
| instructional support services. (1a.HE) | services (1a.E) | support services (1a.IN) | |
| 1b. Identifies the instructional improvement needs of | the | teachers served | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Specialist proactively seeks additional | Specialist knows the instructional | Specialist has limited knowledge of the | Specialist has little to no knowledge of |
| knowledge about each teacher's | improvement needs of the teachers | teachers' instructional improvement | the instructional improvement needs |
| instructional improvement needs to | served (1b.E) | needs (1b.IN) | of the teachers served (1b.I) |
| understand how to best support | | | |
| teachers in implementing the school's | | | |
| 1c. Identifies clear, specific, | 1c. Identifies clear, specific, and appropriate goals for the instructional supp | instructional support program | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Specialist's goals have been designed | Specialist's goals are clear, specific, and | Specialist's goals are partially defined | Specialist's goals are either |
| in collaboration with teachers and | appropriate for the needs of the | and/or minimally aligned with | inappropriate or unclear. The goals do |
| school leaders, and are tightly aligned | teachers and the school program. | teachers' needs for instructional | not align with the teachers' needs (1c.l) |
| with both teachers' instructional needs | Teachers accept and endorse the goals | support (1c.IN) | |
| and the school program (1c.HE) | (1c.E) | | |
| 1d. Identifies resources for t | 1d. Identifies resources for the instructional support program that are avai | | able within and also outside the |
| school/district | | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Specialist proactively seeks a wide | Specialist can readily identify | Specialist has limited knowledge of | Specialist does not identify resources |
| range of resources from multiple | appropriate human and material | resources within the school and district | to support the instructional support |
| sources to build the instructional | resources within the school and | that can be used to improve teachers' | program (1d.I) |
| capacity of the teachers. | district, or beyond, that can help | instructional skills (1d.IN) | |
| Teachers share their knowledge of | teachers build their instructional | | |
| external resources with the Specialist | capacity (1d.E) | | |
| (±4:1:1) | | | |

| | Specialist (2a.IN.2) | | collaboration (2a.HE.2) |
|--|---|---|---|
| | professional learning developed by the | and responsive (2a.E.2) | valued, promoting a culture of |
| | relatively safe participating in the | improvement efforts are respectful | contributions are respected and |
| | Teachers indicate that they feel | Teachers indicate that the instructional | Teachers indicate that their |
| | for improved instruction (2a.IN.1) | improve instructional practices (2a.E.1) | |
| problems of practice (2a.l.1) | professional learning or in setting goals | support for collaborative efforts to | |
| evidence of collaboration in addressing | of collaboration in designing the | contacts with the Specialist to seek | professional learning (2a.HE.1) |
| asking for assistance. There is no | Specialist, but there is limited evidence | Specialist. Some teachers initiate | participate in improvement-focused |
| environment where teachers feel safe | professional learning initiated by the | professional learning initiated by the | Specialist to co- develop and |
| Specialist has not created an | Many teachers participate in | Most teachers participate in | Teachers work collaboratively with the |
| Ineffective | Improvement Necessary | Effective | Highly Effective |
| | promotes collaboration | 2a. Creates a respectful and emotionally safe culture that promotes collaboration | 2a. Creates a respectful and |
| | | | Domain 2: Environment |
| | | | improvement (1f.HE.2) |
| | | | stakeholders that will inform program |
| | | program improvement (1f.E.2) | practice-focused discussions among |
| | | Assessment data is used to guide | Assessment data is used to guide |
| | | | clearly defined (1f.HE.1) |
| | | | assessments by the teachers, are |
| | | of success is clearly stated (1f.E.1) | evidence of success, including |
| | improvements (1f.IN.1) | relative to the stated goals. Evidence | to the stated goals. Multiple forms of |
| program improvements (1f.I.1) | how the data will be used to inform | support program and its impact, | instructional support program, relative |
| instructional support program to guide | support program but has not indicated | implementation of the instructional | implementation and impact of the |
| process to assess the efficacy of the | and process to assess the instructional | plan and process to measure both the | sophisticated plan for assessing the |
| There is no evidence of a plan or | Specialist has developed a basic plan | Specialist has developed a coherent | Specialist has developed a |
| Ineffective | Improvement Necessary | Effective | Highly Effective |
| nt of the instructional support program | nt and improvement of the ins | 1f. Develops a plan and process for the ongoing assessment and improveme | 1f. Develops a plan and proc |
| that lacks coherence (1e.l.2) | | improvement (1e.E.2) | program (1e.HE.2) |
| disconnected professional learning | coherence (1e.IN.2) | coherent approach to instructional | additional coherence to the school |
| program is based on a series of | program reflects a limited degree of | program offers an organized and | program is coherent and helps bring |
| The planned instructional support | The planned instructional support | The planned instructional support | The planned instructional support |
| to implement the school program (1e.l.1) | | | |
| program and the capacity of the faculty | | | its goals (1e.HE.1) |
| planned independently of the school | program in limited ways (1e.IN.1) | school program (1e.E.1) | school program and designed to drive |
| program is either not planned or | program is integrated with the school | program is fully integrated with the | program is fully integrated with the |
| Specialist's instructional support | The planned instructional support | The planned instructional support | The planned instructional support |
| Ineffective | Improvement Necessary | Effective | Highly Effective |
| rogram | integrated with the school program | Plans a coherent program of instructional support fully integrated with t | 1e. Plans a coherent program |
| | | | |

| 2b. Promotes a culture of co | 2b. Promotes a culture of continuous instructional improvement | /ement | |
|--|--|--|---|
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Teachers initiate instructional | Specialist creates a culture in which | Specialist's attempts to build a culture | Specialist does not communicate that |
| improvement efforts, working | continuous improvement is | of continuous improvement are mixed. | instructional improvement is a |
| collaboratively with the Specialist to | acknowledged as critical work for all | Some teachers acknowledge the | continuous process, instead implying |
| define the goals, processes, and | staff. Teachers feel comfortable in | importance of continuous | that it is a compliance-driven event |
| methods to measure the | reaching out for support in their | improvement and accept support from | (2b.I) |
| implementation and impact of the | instructional improvement efforts | the Specialist (2b.IN) | |
| initiatives (2b.HE) | (2b.E) | | |
| 2c. Develops processes and p | procedures for teachers to par | participate in support activities | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Clear processes and procedures to | Clear processes and procedures are in | Teachers have a limited understanding | No processes or procedures are in |
| access the range of services provided | place to guide teachers in | of how to access services offered by | place. Teachers do not know how to |
| The essential stakeholders participated | the services provided by the Specialist | procedures lack the specificity | Specialist (201) |
| in developing the procedures and | Teachers understand the procedures | necessary to guide teachers (2c.IN) | |
| promote their use among the teachers | and use them to access services (2c.E) | | |
| 2d. Establishes clearly define | 2d. Establishes clearly defined norms for professional conduct | duct | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Teachers observe the established | Clear norms for guiding professional | Specialist makes limited attempts to | Norms for professional conduct have |
| norms for professional conduct, | conduct have been established and | establish norms for adult interactions. | not been defined. Adult interactions |
| holding themselves and each other | promoted within the school. The | Adult interactions are inconsistently | can be described as unproductive and |
| accountable for honoring the norms (2d.HE) | norms frame productive and respectful interactions among the adults (2d.E) | productive and respectful (2d.IN) | often disrespectful (2d.I) |
| 2e. Organizes physical space | for professional learning | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Teachers and the Specialist collaborate | Professional learning spaces are well | Spaces for group work are sufficiently | Spaces for group work are poorly |
| to ensure the physical space is well | organized to minimize lost time, | organized so that they do not constrain | organized, resulting in lost time, a |
| organized and flexibly designed to | ensure the engagement of | the professional learning (2e.IN.1) | sense of chaos, and lack of |
| support multiple approaches to | participants, and provide an | | engagement. The physical |
| professional learning (2e.HE.1) | environment that is free of distractions | | environment and the activities |
| | (2e.E.1) | | designed to support professional learning are poorly aligned (2e.l.1) |
| Teachers are comfortable in the | Teachers are comfortable in the | Teachers generally feel comfortable in | Teachers do not feel comfortable in |
| own meetings (2e.HE.2) | physical space (2e.E.2) | the workspace (2e.IN.2) | the space (2e.l.2) |
| | | | |

| Domain 3: Delivery of Services | rvices | | |
|---|---|--|--|
| 3a. Collaborates with teache | rs to design rigorous, standar | 3a. Collaborates with teachers to design rigorous, standards-based classroom instruction | Š |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Teachers take the initiative to work | Specialist promotes and engages in | Specialist provides limited support to | Specialist does not collaborate with |
| with Specialist to design classroom | collaborative efforts to work with | teachers in designing classroom | teachers in designing classroom |
| instruction that is standards-based, | teachers to design standards-based | instruction. The support is often more | instruction (3a.I) |
| rigorous, and engaging (3a.HE) | classroom instruction (3a.E) | cooperative than collaborative (3a.IN) | |
| 3b. Addresses the instruction | 3b. Addresses the instructional improvement needs of the teachers served | e teachers served | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| The Specialist offers teachers an | The instructional improvement support | The instructional improvement support | The instructional improvement support |
| opportunity to inform the workshops | designed and delivered by the | designed and delivered by the | delivered by the Specialist is of poor |
| and modeling services in order to | Specialist is of high quality and | Specialist is of mixed quality, | quality and does not address the needs |
| ensure a tight alignment with their | appropriately addresses the needs of | addressing the needs of a limited | of the teachers served (3b.I) |
| instructional improvement needs (3b.HE) | the teachers served (3b.E) | number of the teachers served (3b.IN) | |
| 3c. Engages teachers in learn | 3c. Engages teachers in learning new instructional strategies and practices | ies and practices | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Specialist and teachers collaborate on | Specialist successfully engages | Specialist has limited success in | Specialist is not successful in |
| learning about instructional strategies | strategies and practices. Teachers | professional learning. Some teachers | Teachers do not take part in |
| and practices. Teachers are highly | participate in the professional learning | engage in the professional learning | professional learning (3c.l) |
| motivated participants in ongoing professional learning (3c.HE) | (3c.E) | provided (3c.IN) | |
| 3d. Provides relevant and timely feedback to teachers | nely feedback to teachers | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Specialist integrates multiple types of | Specialist provides timely and | Teachers are aware of their learning | There is little or no feedback given to |
| evidence, including teacher's self- assessments, to provide timely and | on clearly communicated goals for | goals, but teedback to teachers is minimal and inconsistent (3d.IN) | teachers regarding their professional growth. Teachers do not appear to be |
| consistent feedback to teachers | professional growth (3d.E) | | aware of their professional learning |
| regarding their professional growth. | | | goals and do not engage in self- |
| Specialist works with teachers to use | | | assessment (3d.I) |
| the feedback to update professional | | | |
| learning goals and/or develop new | | | |
| goals to support ongoing improvement | | | |
| (3d.HE) | | | |

| 3e. Provides responsive professional support | essional support | | |
|--|---|---------------------------------------|---------------------------------------|
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Specialist solicits input from key | Specialist provides responsive services | Specialist sometimes modifies | Specialist offers a rigid approach to |
| stakeholders to ensure the | by adapting and adjusting plans for | plans/approaches in response to | professional support that is followed |
| professional support is appropriate | services as teacher needs and interests | teacher requests or evident needs | regardless of impact or |
| and responsive to the existing and | change (3e.E) | (3e.IN) | appropriateness (3e.I) |
| emerging interests and needs of | | | |
| teachers. Services are adapted as | | | |
| needed to ensure responsiveness | | | |
| (3e.HE) | | | |
| Domain 4: Professional Responsibilities | esponsibilities | | |
| 4a. Reviews and reflects on p | 4a. Reviews and reflects on practice to inform improvement | int | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Specialist's reflections are both specific | Specialist accurately reflects on the | Specialist's reflections are vague, | Specialist either does not review the |
| and perceptive, framed by clear | implementation and the impact of the | | counseling practice or provides |
| evidence for the recommendations | instructional improvement services, | improvement that are too global to be | inaccurate recommendations for |
| ייין אימיטין | providing conductor and approximation | מכנוסוומפול (דמווייד) | ווויסי סיכוויכווי (דמוויד) |
| specific recommendations for | (4a.E.1) | | |
| alternative approaches to meeting the | Recommendations for improvement | | |
| instructional improvement goals | are specific and focused on program | | |
| (4a.HE) | improvement (4a.E.2) | | |
| 4b. Follows established proc | 4b. Follows established procedures for developing and submitting accurate | | and timely records, budgets, and |
| reports | | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Specialist follows and informs the | Specialist follows established | Specialist has limited success in | Specialist does not follow procedures |
| improvement of established | procedures to guide the development | following established procedures to | that have been established for |
| procedures for developing and | of budgets, service records, and | prepare accurate budgets, service | developing and submitting required |
| submitting required reports. Budgets | reports. Required documents are | records, and reports. Required | documents. Required documents are |
| are designed to support improvement | accurate and submitted on time (4b.E) | documents are often submitted late | usually inaccurate and late (4b.I) |
| by reflecting diagnosed needs. | | (4b.IN) | |
| Required documents are accurate, | | | |
| submitted on time, and generally | | | |
| viewed as exemplars to guide the work | | | |
| of others (4b.HE) | | | |
| | | | |

| (4f.l.2) | Specialist (4f.IN.2) | reachers that this specialist (41.E.z) | Specialist (4f.HE.2) |
|--|---|--|---|
| Specialist violates teachers' confidentiality and acts with low levels of integrity (4f.l.1) | Specialist is inconsistent in honoring both confidentiality and professional integrity (4f.IN.1) | Specialist frames all professional interactions with high standards of professional honesty, integrity, and confidentiality (4f.E.1) | Specialist is well regarded as someone who consistently displays the highest standards of honesty, integrity, and confidentiality, challenging negativity and promoting high standards of professionalism throughout the school (4f.HE.1) |
| ecessary Ineffective | Improvement Necessary | Effective | Highly Effective Effective |
| confidentiality | est standards of integrity and | alism by adhering to the high | Af Demonstrates profession |
| | Specialist makes limited attempts to share the professional learning with school staff (4e.IN.2) | Specialist schedules opportunities to share the professional learning with colleagues (4e.E.2) | Specialist applies this learning to improve the counseling services and to increase the professional knowledge and skills of colleagues (4e.HE.2) |
| | | | and attendance at professional conferences (4e.HE.1) |
| Specialist does not participate in professional learning (4e.l.1) | Specialist participates only in professional learning required by the district or state (4e.IN.1) | Specialist seeks professional learning opportunities, including coaching, to improve professional practice (4e.E.1) | Specialist seeks out formal and informal professional learning, including feedback from colleagues |
| Ineffective | Improvement Necessary | Effective | Highly Effective |
| | ssional learning | Enhances professional capacity through ongoing professional learning | 4e. Enhances professional ca |
| ale distalit of flegative (40.1) | professionally courteous (4d.IN) | cooperative, and productive (4d.E) | often taking a leadership role (4d.HE) |
| Professional relationships with peers | events, typically when asked. | committees, projects, and/or events. | and/or committees and makes |
| Specialist does not participate in school committees, projects, and/or events. | school committees, projects, and/or | supports, and contributes to school | engage in school events, projects, |
| Ineffective | Improvement Necessary | Effective | Highly Effective |
| | | school community | 4d. Engages with the larger s |
| | | leveraging this (4c.E) | for the improvement work (4c.HE) |
| school (4c.I) | inhibiting a common vision and aligned focus for the work (4c IN) | single vision of effective instruction | other stakeholders, including external |
| in any way with other Specialists at the | other Specialists at the school, | Specialists at the school, creating a | other Specialists at the school and with |
| Specialist tends to work in isolation, not coordinating improvement efforts | Specialist is inconsistent in coordinating improvement efforts with | Specialist consistently coordinates improvement efforts with other | Specialist seeks opportunities to coordinate improvement efforts with |
| Ineffective | Improvement Necessary | Effective | Highly Effective |
| | ts . | Coordinates improvement efforts with other Specialists | 4c. Coordinates improvemer |

IPS Danielson School Nurse Rubric

Domain 1: Planning and Preparation

Highly Effective

planning nursing care of students 1.1. Demonstrates knowledge of the practice of school nursing by utilizing education, skills and judgment in

Ineffective

| app | treatment regimens for students in |
|-------|---|
| Nur | using evidence-based medication and |
| doc | consistent in effectively and efficiently |
| for t | for Level 3 and additionally is |
| mec | (1.1.HE.3). The nurse fulfills the criteria |
| veri | responsibilities in case of emergencies |
| plar | have been trained in their |
| buil | for all students and students and staff |
| scho | aid measures in the School Safety Plan |
| mea | incorporated emergency care and first |
| eme | member of the crisis team and has |
| nee | for Level 3 and additionally is an active |
| hea | (1.1.HE.2). The nurse fulfills the criteria |
| inju | care providers, and other agencies |
| kno | with student service personnel, health |
| con | and efficiently facilitates connections |
| care | care services for students. Effectively |
| stuc | process to develop and evaluate health |
| stuc | knowledge by using the nursing |
| care | applies an understanding of nursing |
| dev | additionally consistently integrates and |
| by u | fulfills the criteria for Level 3 and |
| und | action/care (1.1.HE.1). The nurse |
| con | evaluation of appropriate plan of |
| acti | the development, implementation and |
| eva | development and cultural diversity in |
| the | abnormal variations, child |
| dev | clinical findings with normal and |
| nor | the ability to compare and contrast |
| and | pattern of effectively demonstrating |
| dem | and additionally consistently exhibits a |
| Nur | The nurse fulfills the criteria for Level 3 |
| | 0 |

n (1.1.E.3). Nurse consistently iool personnel. Nurse follows the easures are communicated to all ergency care plan and first aid uries and emergencies in planning owledge of current epidemiology of e providers (1.1.E.2). Nurse e services and program for relop and evaluate school health using the nursing process to monstrates the ability to compare cumenting nursing care (1.1.E.4) the students in planning and dication and treatment regimens eding emergency care has an isistently utilizes and demonstrates dent services personnel and health dents. Facilitates connections with sistently and effectively integrates ion/care (1.1.E.1). Nurse elopment and cultural diversity in mal and abnormal variations, child d contrast clinical findings with se consistently and effectively ifies knowledge of evidence-based lding and District emergency/safety ilth care of students. Every student derstanding of nursing knowledge se consistently and effectively lies current knowledge of the development, implementation and luation of effective plan of

program, which includes an in planning the school health services and documenting nursing care demonstrates knowledge of evidence plan (1.1.IN.3). Nurse occasionally building and District emergency/safety Nurse has limited knowledge of the Emergency care plans are minimal. health care services of students. understanding of the epidemiology of demonstrates knowledge and services program for students develop and evaluate a school health by using the nursing process to understanding of nursing knowledge occasionally integrates an action/care (1.1.IN.1). Nurse developing appropriate plan of cultural diversity in planning and variations, child development and findings with normal and abnormal ability to compare and contrast clinical Occasionally shows evidence immunization program. (1.1.IN.5) infectious and communicable diseases familiarity of current epidemiology of (1.1.IN.4). Nurse occasionally displays based medication and treatment Nurse occasionally demonstrates the regimens for the students in planning injuries and emergencies in planning (1.1.IN.2). Nurse occasionally Improvement Necessary

communicable diseases in planning the epidemiology of infectious and documenting nursing care (1.1.I.4). develop a school health services planning and developing appropriate development and cultural diversity in abnormal variations, child clinical findings with normal and the ability to compare and contrast with local health department (1.1.l.6) (1.1.I.5). Rarely or never collaborates includes an immunization program school health services program, which limited or no current knowledge of the Nurse rarely or never demonstrates for the students in planning and medication and treatment regimens current knowledge of evidence-based Nurse rarely or never demonstrates for the building and District (1.1.1.3). unaware of the emergency/safety plan emergency care plans. Nurse is health care of students There are no injuries and emergencies in planning knowledge of the epidemiology of rarely or never demonstrates current program for students (1.1.I.2). Nurse by using the nursing process to understanding of nursing knowledge rarely or never integrates an plan of action/care (1.1.I.1). Nurse Nurse rarely or never demonstrates

| planning and documenting nursing | epidemiology of infectious and | Occasionally shows evidence of | Nurse rarely or never displays current |
|--|---|--------------------------------------|--|
| care, which includes teaching students | communicable diseases in planning | collaboration with local and state | knowledge of the pathophysiology, |
| and engaging students in their health | and evaluating the school health | health departments (1.1.IN.6). Nurse | signs, symptoms, and treatment of |
| care (1.1.HE.4). | services program, which includes an | occasionally integrates current | acute and chronic conditions in |
| | immunization program (1.1.E.5). | knowledge of the pathophysiology, | planning the school health services |
| | Consistently collaborates with parents, | signs and symptoms of acute and | program (1.1.I.7). |
| | health care providers, school | chronic conditions in planning the | |
| | personnel and local and state health | school health services program | |
| | departments is evident (1.1.E.6). Nurse | (1.1.IN.7). | |
| | consistently and efficiently uses | | |
| | current knowledge of the | | |
| | pathophysiology, signs, symptoms, and | | |
| | treatment of acute and chronic | | |
| | conditions in planning and evaluating | | |
| | the school health services program | | |
| | (1.1.E.7). | | |

education 1.2. Demonstrates knowledge of child and adolescent development related to learning, health literacy, and health

| Highly Effective | Effective | Improvement Necessary | Ineffective |
|---|--|-------------------------------------|--|
| The nurse fulfills most of the criteria | Nurse consistently demonstrates an | Nurse occasionally displays current | Nurse rarely or never displays current |
| for Level 3 and additionally actively | effective and accurate practice through knowledge and understanding of | knowledge and understanding of | knowledge of physical, mental, and |
| seeks to increase evidence based | use of current knowledge and | physical, mental and psychosocial | psychosocial development of student, |
| knowledge of the students served | understanding of physical, mental and | development of student, assessment | assessment of health status, inst |
| (1.2.HE). | psychosocial development of students | of health status, instruction and | (1.2.1). |
| | during school assessment of health | education of students (1.2.IN). | |
| | status, instruction and education | | |
| | (1.2.E). | | |
| | | | |

nursing services and manages urgent and emergent health care needs of students of the school, and the physical, mental, emotional and psychosocial needs of students. Evaluates plans for school 1.3. Establishes goals and outcomes for nursing services appropriate to the educational setting, vision and mission

| 0 | 0 | | |
|---|---|---|--|
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| The nurse fulfills the criteria for Level 3 | A formal assessment of the school | Nurse occasionally develops and | Nurse rarely or never develops |
| and additionally conducts a formal | health services program is consistently | implements assessments of the school | assessments of the school health |
| assessment for the annual evaluation | developed and implemented (1.3.E.1). | health services program in the school | services program (1.3.I.1). Nurse rarely |
| of the school health services program, | Nurse consistently and routinely | (1.3.IN.1). Nurse occasionally performs | or never evaluates the nursing service |
| which is communicated to the | evaluates school health programs | an evaluation of the school health | program in the school (1.3.I.2). Nurse |
| administration (1.3.HE.1). The nurse | annually (1.3.E.2). Nurse consistently | program (1.3.IN.2). Nurse occasionally | rarely or never develops goals and |
| fulfills the criteria for Level 3 and | develops goals and objectives that | develops goals and objectives that are | objectives without alignment of |
| additionally evaluates school health | effectively reflect alignment of the | suitable for some students, but are not | priority health and education |
| | health and education needs of the | | needs/problems of the students, vision |
| | | | |

| h and education laws and rules, school | governance, health and educa | 1.4. Demonstrates knowledge of local, state, and federal governance, healtledistrict policies procedures and resources | 1.4. Demonstrates knowledge of local, stated district policies procedures and resources |
|--|-------------------------------------|--|---|
| | | plan (1.3.E.3). | |
| improvement plan (1.3.l.3). | needs of the students (1.3.IN.3). | school, and the school improvement | program (1.3.HE.2). |
| and mission of school, and the school | aligned to the health and education | students, vision and mission of the | programs on completion of the |

uistrict polities, proteunies and resources

| Highly Effective | Effective | Improvement Necessary | Ineffective |
|---|--|--|---|
| The nurse fulfills most of the criteria | Nurse consistently maintains a list of | Nurse occasionally displays an | Nurse rarely or never displays |
| for Level 3 and additionally contacts | resources available for the needs of | awareness of regulations and | knowledge of resources that are |
| various agencies to facilitate referral | students and their families that include | resources for students available | available for the school population |
| and utilization of resources for health | health care, housing, and financial | through the school district and has | (1.4.I.1). Nurse rarely or never exhibits |
| care, housing and financial issues | issues (1.4.E.1). Nurse consistently | limited in knowledge of resources | knowledge of school governance, |
| (1.4.HE.1). The nurse fulfills the criteria | demonstrates knowledge of school | available in the community (1.4.IN.1). | health and education laws and rules |
| for Level 3 and additionally has a | governance, state regulations, health | Nurse occasionally demonstrates | and school policies and procedures in |
| knowledge of community norms when | and education laws and rules and | knowledge of school governance, state | planning and is rarely or never evident |
| planning for the health, safety and | school policies and procedures that is | regulations, health and education laws, | in nursing practice (1.4.1.2). |
| well-being of students (1.4.HE.2). | consistently evident in practice of | school policies and procedures and is | |
| | nursing (1.4.E.2). | occasionally evident in nursing practice | |
| | | (1.4.IN.2). | |
| | | | |

Domain 2: The Environment and Delivery of Services

caring and supportive relationship and follows the Code of Ethics for Nurses 2.1. Creates a safe, healthy and nurturing environment with disciplined, respectful, honest behavior that reflects a

| Highly Effective | Effective | Improvement Necessary | Ineffective |
|---|--|---|---|
| The nurse fulfills most of the criteria | Interactions of the nurse with students | Interactions of the nurse with students | Interactions of the nurse with many |
| for Level 3 and additionally students | are consistently positive and respectful | occasionally are a mixture of positive | students are negative and/or |
| seek out the nurse, reflecting a high | while recognizing culture and diversity | and negative, with some students | inappropriate in providing care or |
| degree of comfort, trust and respect in | (2.1.E.1). Nurse serves on and is a | refusing to visit the nurse (2.1.IN.1). | responding to needs of students |
| the relationship for receiving effective | contributing member of the School | Nurse is a member of the School | (2.1.I.1). Nurse rarely or never provides |
| health care (2.1.HE.1). The Nurse | Safety/Wellness Committee (2.1.E.2). | Safety/Wellness Committee but only | an environment that is safe, healthy, |
| fulfills most of the criteria for Level 3 | Nurse consistently models behaviors | occasionally attends meetings | that promotes well being (2.1.1.3). |
| and additionally has a leadership role | that provide an environment that is | (2.1.IN.2). Nurse occasionally is known | Nurse rarely or never attempts to |
| in the School's Safety/Wellness | safe, healthy that promotes well-being | for providing an environment that is | establish a culture of health and |
| Committee (2.1.HE.2). The nurse fulfills | (2.1.E.3). Nurse consistently promotes | safe, healthy, that promotes well-being | wellness throughout the school |
| most of the criteria for Level 3 and | a culture for health and wellness | (2.1.IN.3). Nurse occasionally attempts | (2.1.1.4). |
| additionally models a caring and | throughout the school (2.1.E.4). | to promote a culture of health | |
| supportive relationship that provides | | throughout the school (2.1.IN.4). | |
| an environment that is safe, healthy | | | |
| and promotes well- being within the | | | |
| school environment (2.1.HE.3). | | | |
| | | | |

| evidenced based | afe and effective health care that is | ols and procedures for sa | 2.2 Follows health protocols and procedures for safe and effective health of |
|-----------------|---------------------------------------|---------------------------|--|
| | | | (2.1.HE.4). |
| | | ts | maintained by both staff and students |
| | | | while guided by the nurse is |
| | | | in the school for health and wellness |
| | | <u></u> | for Level 3 and additionally the culture |
| | | | The nurse fulfills most of the criteria |

Collaborates with local and state health departments, and other county and state government agencies 2.2. Follows health protocols and procedures for sale and effective health care that is evidenced based.

| Collabolates with local and s | rate liealth departments, and | Collaborates with local and state freath departments, and other county and state government agencies | Hillelle agencies |
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| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Nurse fulfills most of the criteria for | Procedures are readily available, | Procedures are available, but | Procedures for the nursing office are |
| Level 3 and additionally ensures that | consistently updated and reflect | occasionally not updated or followed | nonexistent or in disarray (2.2.I.1). |
| procedures and protocols for the | evidence-based practice (2.2.E.1). | (2.2.IN.1). Nurse occasionally uses | Nurse rarely or never uses state and |
| nursing office are seamless and | Nurse consistently collaborates with | state and local governmental resources | local governmental resources (2.2.I.2). |
| prepared and anticipates unexpected | health departments and other county | (2.2.IN.2). Occasionally some | Rarely or never is information available |
| situations (2.2.HE.1). Nurse fulfills | agencies and uses state and local | information is available for substitute | for substitute nurses (2.2.I.3). |
| most of the criteria for Level 3 and | government resources (2.2.E.2). | nurses and may not cover all situations | |
| additionally initiates collaborative | Information is consistently available | (2.2.IN.3). | |
| relationships with local and state | and organized for substitute nurses | | |
| departments of health, and other | and covers all the necessary curriculum | | |
| government agencies (2.2.HE.2). Nurse | (2.2.E.3). | | |
| fulfills most of the criteria for Level 3 | | | |
| and additionally ensures that | | | |
| information for substitute nurses are | | | |
| assessable, well organized, and covers | | | |
| all situations (2.2.HE.3). | | | |

2.3. Organizes health office physical space with equipment and supplies readily available. Follows confidentiality as required by HIPPA/ FERPA requirements and utilizes universal precautions

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| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Nurse fulfills most of the criteria for | Health office is consistently well | Occasionally attempts to create a well- | Health office is in disarray and not |
| Level 3 and additionally the health | organized and is appropriately safe and | organized and safe physical | prepared for planned activities for |
| office is efficiently organized, safe, and | effective for planned and emergency | environment are partially successful | emergency care (2.3.I.1). Medications |
| is highly appropriate for all planned | care and activities (2.3.E.1). | (2.3.IN.1). Medications are occasionally | are rarely or never properly stored, |
| and emergency care and activities | Medications are consistently properly | stored properly and may not be | labeled with student's name or easily |
| (2.3.HE.1). Nurse fulfills most of the | stored and labeled with student's | labeled with student's name and | to find for each student (2.3.I.2). No |
| criteria for Level 3 and additionally the | name and easily accessible for student | occasionally difficult to find for each | schedule of medications and |
| 5 Rights of Medication Administration | administration (2.3.E.2). A daily | student (2.3.IN.2). Occasionally an | treatments is rarely or never readily |
| are displayed (2.3.HE.2). Nurse fulfills | schedule of medications and | organized schedule of medications and | accessible for nurse or substitute nurse |
| most of the criteria for Level 3 and | treatments is consistently accessible to | treatments are not available and | (2.3.l.3). Nurse rarely or never ensures |
| additionally the daily schedule of | nurse and substitute nurse (2.3.E.3). | accessible to nurse or substitute nurse | and maintains confidentiality of health |
| students' medications and treatments | | (2.3.IN.3). | status, information and records of |
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| Nurse consistently respects and ensure confidentiality of health status, information and records of students (2.3.E.4). HIPPA and FERPA regulations are consistently followed (2.3.E.5). Nurse consistently followed (2.3.E.5). Nurse consistently followed (2.3.E.5). Nurse consistently followed (2.3.E.5). Nurse consistently followed (2.3.IN.5). Nurse inconsistently one withersal precautions when delivering health services (2.3.IN.6). Improvement Necessary Nurse consistently Nurse (2.3.E.6). Improvement Necessary Nurse assessments of students are superficial and occasionally done without care or interest of students are superficial and occasionally done without care or interest of students are superficial and occasionally done without care or interest of students are superficial and occasionally done without care or interest of students are superficial and occasionally and one without care or interest of students are superficial and occasionally and one without care or interest of students are superficial and occasionally and one without care or interest of students are superficial and occasionally and occasionally and anticipatory head indiana state law, and the Improvement, Necessary Medications are consistently More state law, and Nurse Practice Act (2.5.IN.2). Training for staff is consistently minimal planning, supervision, and recorded by nurse (2.5.IN.3). Medication administration information is consistently minimal planning, supervision, and recorded in appropriate format (2.5.IN.4). Signed release and parent permission forms are occasionally not stored for information is consistently available for review (2.5.IN.5). Treatment and are occasionally not stored for or informati | | | | |
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| smost of diditionally and diditionally students (2.3.4.4). HIPPA and FERPA regulations are consistently followed (2.3.E.5), Nurse consistently follows universal precautions when delivering health services (2.3.E.6). 3 and diditionally signated sing in the services (2.3.E.6), shows an econsistently follows universal precautions when delivering health services (2.3.E.6). Effective student health needs and sudent seeds and sudent shealth needs and student shealth needs and student shealth needs and sucres student shealth needs and sucres student shealth needs and sucres consistently knows the range of eto the lent health services (2.3.E.6). Effective Improvement Necessary without care or interest of students are subperficial and occasionally done without care or interest of students are subperficial and occasionally done without care or interest of students are subperficial and occasionally and anticipatory health needs (2.4.IN). Improvement Necessary Improvement Necessary without care or interest of students are subperficial and occasionally nor staff is consistently follows universal precautions when delivering health services (2.3.IN.6). Improvement Necessary without care or interest of students are subperficial and occasionally nor staff is consistently follows universal precautions when delivering health needs (2.4.IN). Indiana state laws, and the led the proportion of the proportion of the student staff is occasionally done with for staff is occasionally proceed and laways available for review when needed conveniently stored and occasionally o | is well organized and always is readily accessible to nurse and/or substitute | Nurse consistently respects and ensures confidentiality of health | Nurse occasionally makes an effort to ensure confidentiality of health status, | students (2.3.I.4). HIPPA and FERPA regulations are rarely or never |
| ditionally students (2.3.E.4). HIPPA and FERPA regulations are cocasionally followed (2.3.E.5), Nurse consistently followed (2.3.E.5), Nurse inconsistently followed (2.3.E.6). 3 and ad ad milessly full meastly followed (2.3.E.6). **Student health needs **Introducts** **Introducts** **Introducts** **Introductions are consistently assesses individual consistently health needs and consistently assesses individual consistently health needs and consistently assesses individual consistently assesses | nurse (2.3.HE.3). Nurse fulfills most of | status, information and records of | health information and records of | followed (2.3.I.5). Nurse rarely or never |
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| se fuffilis health services (2.3.E.6). Taining for staff is consistently planned, implemented, supervised by planned, implemented, supervised and sconsistently stored and parent permission forms are conveniently stored and parent permission forms are conveniently stored and aways and the information is consistently more without care or interest of students are superficial and occasionally done without care or interest of students are superficial and occasionally done without care or interest of students are superficial and occasionally done without care or interest of students are superficial and occasionally health needs (2.4.IN). Improvement Necessary without care or interest of students are superficial and occasionally health needs (2.4.IN). Improvement Necessary without care or interest of students are superficial and occasionally health needs (2.4.IN). Medications are consistently administered by nurse following school policy, Indiana state laws, and the nurse Practice Act (2.5.IN.2). Training for staff is occasionally administered by nurse (2.5.IN.3). Medication administration information is consistently recorded in appropriate format (2.5.I.N.3). Signed release and parent permission forms are occasionally stored and occasionally available for review (2.5.IN.5). Physician orders for orders are occasionally and are occasionally not stored for and care or interest ments inconsistent and successionally and are occasionally not stored for and successionally and successionally and are occasionally not stored for and successionally and successionally and successionally and are occasionally and | information and record keeping in the | universal precautions when delivering | universal precautions when delivering | |
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| planned, implemented, supervised and recorded by nurse (2.5.E.3). Medication administration information is consistently recorded in appropriate format (2.5.E.4). Signed release and parent permission forms are conveniently stored and always available for review when needed (2.5.E.5). Physician orders for treatments are up to date and easy to access (2.5.E.6). All treatment information is consistently | self-management for timely | Indiana Nurse Practice Act (2.5.E.2). | Nurse Practice Act (2.5.IN.2). Training | Indiana Nurse Practice Act (2.5.1.2). |
| planned, implemented, supervised and recorded by nurse (2.5.E.3). Medication administration information is consistently recorded in appropriate format (2.5.E.4). Signed release and parent permission forms are conveniently stored and always available for review when needed (2.5.E.5). Physician orders for treatments are up to date and easy to access (2.5.E.6). All treatment information is consistently | appointments, or independently taking | Training for staff is consistently | for staff is occasionally done with | Training is rarely or never done for |
| recorded by nurse (2.5.E.3). Medication administration information is consistently recorded in appropriate format (2.5.E.4). Signed release and parent permission forms are conveniently stored and always available for review when needed (2.5.E.5). Physician orders for treatments are up to date and easy to access (2.5.E.6). All treatment information is consistently recording by nurse (2.5.IN.3). Medication administration information is occasionally recorded in appropriate format (2.5.IN.4). Signed release and parent permission forms are occasionally available for review (2.5.IN.5). Physician orders are occasionally available for treatments inconsistent and are occasionally not stored for quick retrieval (2.5.IN.6). Treatment | medications according to designated | planned, implemented, supervised and | minimal planning, supervision, and | staff by the nurse (2.5.1.3). Medication |
| ation Medication administration information riate is occasionally recorded in appropriate format (2.5.IN.4). Signed release and parent permission forms are occasionally stored and occasionally available for review (2.5.IN.5). Physician orders are occasionally available for treatments inconsistent and are occasionally not stored for quick retrieval (2.5.IN.6). Treatment | safe routines and procedures (2.5.HE). | recorded by nurse (2.5.E.3). | recording by nurse (2.5.IN.3). | administration information is rarely or |
| format (2.5.IN.4). Signed release and parent permission forms are occasionally stored and occasionally available for review (2.5.IN.5). Physician orders are occasionally available for treatments inconsistent and are occasionally not stored for quick retrieval (2.5.IN.6). Treatment | | Medication administration information | Medication administration information | never recorded in appropriate format |
| parent permission forms are occasionally stored and occasionally available for review (2.5.IN.5). Physician orders are occasionally available for treatments inconsistent and are occasionally not stored for quick retrieval (2.5.IN.6). Treatment | | format (2.5.E.4). Signed release and | format (2.5.IN.4). Signed release and | permission forms are rarely or never |
| occasionally stored and occasionally available for review (2.5.IN.5). Physician orders are occasionally available for treatments inconsistent and are occasionally not stored for quick retrieval (2.5.IN.6). Treatment | | parent permission forms are | parent permission forms are | stored and rarely or never available for |
| available for review (2.5.IN.5). Physician orders are occasionally available for treatments inconsistent and are occasionally not stored for quick retrieval (2.5.IN.6). Treatment | | conveniently stored and always | occasionally stored and occasionally | review (2.5.l.5). Physician orders for |
| Physician orders are occasionally available for treatments inconsistent and are occasionally not stored for quick retrieval (2.5.IN.6). Treatment | | available for review when needed | available for review (2.5.IN.5). | treatments are rarely or never |
| available for treatments inconsistent and are occasionally not stored for quick retrieval (2.5.IN.6). Treatment | | (2.5.E.5). Physician orders for | Physician orders are occasionally | available and rarely or never stored |
| and are occasionally not stored for quick retrieval (2.5.IN.6). Treatment | | treatments are up to date and easy to | available for treatments inconsistent | properly for retrieval (2.5.l.6). |
| quick retrieval (2.5.IN.6). Treatment | | access (2.5.E.6). All treatment | and are occasionally not stored for | Treatment information is rarely or |
| | | information is consistently | quick retrieval (2.5.IN.6). Treatment | never documented (2.5.I.7) |

| group presentations and activities | 2.6. Promotion of staff and student wellness through policies, coordination, i | (2.5.E | docur |
|------------------------------------|--|------------------------|--|
| Ġ. | nt wellness through polic | (2.5.E.7). | documented in an organized manner information is occasionall |
| | cies, coordination, intentional | documented (2.5.IN.7). | information is occasionally |
| | individual interactions and | | |

| | | | organized and maintained (2.6.HE.2). |
|----------------|---|---|--|
| | | | evaluation methods are in place, well |
| | | place (2.6.E.2). | additionally data collection and |
| | | evaluation methods are consistently in | of the criteria for Level 3 and |
| | (2.6.IN.2). | (2.6.E.1). Data collection and | disease (2.6.HE.1), Nurse fulfills most |
| | data collection and evaluation | wellness, and prevents disease | healthy lifestyle, and preventing |
| | occasionally needs assistance with | healthy lifestyle that promotes | school in promoting wellness, a |
| collection do | evaluation (2.6.IN.1). Nurse | evaluation that help students adopt a | and staff assuming an active role in the |
| completed (2 | completed without organization or | completed without organization or | are consistently effective with students |
| group presen | group presentations are occasionally | group presentations are consistently | interactions and group presentations |
| intentional in | intentional individual interactions and | intentional individual interactions and | activities, intentional individual |
| and/or diseas | and/or disease prevention through | and/or disease prevention through | coordination of wellness promotion |
| student welli | student wellness, health promotion, | student wellness, health promotion, | Level 3 and additionally nurse's |
| Nurse efforts | Nurse efforts to promote staff and | Nurse efforts to promote staff and | Nurse fulfills most of the criteria for |
| | Improvement Necessary | Effective | Highly Effective |

(2.6.I.1). There is no data ts to promote staff and one (2.6.I.2). ntations are rarely or never ndividual interactions and ase prevention through lness, health promotion,

Ineffective

members meeting 504 requirements and works effectively with parents, health care providers, staff and community 2.7. Develop specialized IEPs and IHPs for students with diverse medical and cultural needs. Identify students

| Highly Effective | Effective | Improvement Necessary | Ineffective |
|---|---|--|--|
| Nurse fulfills most of the criteria for | Nurse consistently collaborates with | Nurse occasionally collaborates with | Nurse rarely or never collaborates with |
| Level 3 and additionally initiates | parents, health care providers, school | parents, health care providers, | parents, health care providers, and |
| collaboration with parents, health care | e staff, and administration in developing | classroom teachers and administrators | classroom teachers and administrators |
| providers, school staff and | IEPs, IHPs and 504s for students with | in developing IEPs, IHPs and 504s when | to develop specialized IEP's, IHPs and |
| administration in completing health | diverse health and educational needs | specifically asked (2.7.IN.1). IHPs are | 504s for students (2.7.I.1). IHPs are |
| assessments and in developing IEPs, | (2.7.E.1). IHPs are consistently | occasionally developed for diabetic | rarely or never developed for diabetic |
| IHPs, and 504 plans (2.7.HE.1). Nurse | developed for all diabetic students | students (2.7.IN.2). Occasionally | students (2.7.l.2). Rarely or never |
| fulfills most of the criteria for Level 3 | (2.7.E.2). Health assessments are | displays a lack of initiative and | displays initiative and the planning for |
| and additionally IHP's are developed | consistently completed for students in | planning for the health and safety | the health and safety needs of |
| for all diabetic students and are | special education, or that meet the 504 | needs of students (2.7.IN.4). | students (2.7.I.4). Declines to assist |
| constantly updated and evaluated | qualifications, thereby signifying an | Occasionally gives some assistance in | with the 504 process for students |
| (2.7.HE.2). Nurse fulfills most of the | effective nursing practice (2.7.E.4). | the 504 process for students (2.7.IN.5). | (2.7.1.5). |
| criteria for Level 3 and additionally | Consistently gives assistance in the 504 | | |
| locates and shares information and | process for students (2.7.E.5). | | |
| resources both within and outside the | | | |
| school for the safe, effective and | | | |
| | | | |

| specialized nursing care of students (2.7.HE.3). Domain 3: Professional Responsibilities |
|---|
|---|

3.1. Knows and utilizes the Indiana Nurse Practice Act, Student Services Rule, Scope and Standards of School License from IDOE... CPR/AED certification is current Nursing Practice, Code of Ethics for Nursing as well as health and educational laws and rules. Displays current licensure from the Indiana Professional Licensing Agency, and School Services Personnel, Professional School Nurse

| and state and federal | 3.2 Maintaining health records in accordance with school hoard policy. HIDAA/FERDA, and state and federal | rds in accordance with school | 3.2 Maintaining health reco |
|--|---|--|---|
| | | | examples (3.1.HE.3). |
| | (3.1.IN.5). | | and perceptive, citing specific |
| health services (3.1.1.5). | improvement of school health services | | nursing practice are highly accurate |
| suggestions for improvement of school | but specific suggestions for | | reflections and evaluation of his/her |
| Nurse's rarely or never gives | improvement are occasionally global, | change (3.1.E.5). | the criteria for Level 3 and additionally |
| is rarely or never current (3.1.1.4). | (3.1.IN.4). Nurse's suggestions for | health services in a detailed plan for | health (3.1.HE.2). Nurse fulfills most of |
| serving (3.1.I.3). CPR/AED Certification | certification is occasionally not current | regarding the improvement of school | Indiana laws pertaining to school |
| reflections are inaccurate or self- | lacking (3.1.IN.3). CPR/AED | consistently gives specific suggestions | Nurses, Student Services Rule and |
| evaluates his/her own practice or the | occasionally accurate, but objectivity is | consistently certified (3.1.E.4). Nurse | School Nursing, Code of Ethics for |
| Nurse rarely or never reflects and | evaluations of his/her own practice are | (3.1.E.3). CPR/AED certification is | Practice Act, Scope and Standards of |
| pertain to school health (3.1.I.2). | (3.1.IN.2). Nurse reflections and | evaluation of his/her own practice | always adheres to the Indiana Nurse |
| Nurses and other Indiana laws that | occasionally adhering to them | provides an accurate and objective | criteria for Level 3 and additionally |
| Nursing Practice, Code of Ethics for | pertaining to school health | school health (3.1.E.2). Consistently | (3.1.HE.1). Nurse fulfills most of the |
| Rule, Scope and Standards of School | Nursing Practice and Indiana laws | Rule and Indiana laws pertaining to | Certification as a School Nurse |
| Nurse Practice Act, Student Services | Nurses, Scope and Standards of School | of Ethics for Nurses, Student Services | IDOE License, or earned National |
| never appear to know the Indiana | Services Rule, Code of Ethics for | and Standards of School Nursing, Code | Master's Degree, Professionalized |
| requirements (3.1.I.1). Nurse rarely or | Indiana Nurse Practice Act, Student | the Indiana Nurse Practice Act, Scope | school nursing. Nurse has earned a |
| School Nurse Certification | (3.1.IN.1). Nurse is aware of the | (3.1.E.1). Nurse consistently adheres to | development and education related to |
| Nurse does not meet Indiana DOE | School Nurse Certification is current | an IDOE School Nurse Certification | continues to pursue professional |
| Professional Nurse License from IPLA. | standing from IPLA. Nurse's IDOE | consistently in good standing and has | Level 3 and additionally nurse |
| Nurse rarely or never maintains a | Registered Nurse license is in good | Registered nurse license from IPLA is | Nurse fulfills most of the criteria for |
| Ineffective | Improvement Necessary | Effective | Highly Effective |
| | | | |

of students 3.2. Waintaining health records in accordance with school board policy, HIPAA/FERPA, and state and rederal requirements; all reports are accurate and timely to meet accreditation requirements, and ensure health and safety

| Highly Effective | Effective | Improvement Necessary | Ineffective |
|---|--|--|---|
| Nurse fulfills the criteria for Level 3 and Nurse is consistently proficient in | Nurse is consistently proficient in | Nurse occasionally keeps current | Nurse rarely or never keeps up-to-date |
| in addition consistently exceeds | recording information on all students | information on all students in the | health information on all students in |
| expectations in keeping relevant and | in the building (3.2.E.1). Student health building (3.2.IN.1). Student healt | building (3.2.IN.1). Student health | building and Information is in disarray |
| accurate health information on all | plans are effective and complete. | plans are occasionally incomplete or | and incomplete (3.2.1.1). Student |
| students in the building. Health | Immunization records, medication and partially effective and information is | partially effective and information is | health plans rarely or never exists or |
| | | | |

and additionally confidentiality is district requirements (3.2.HE.3). Nurse and parents, staff and students student health plans are fully effective and school health program evaluation management, administrative reporting with data used for program fulfills most of the criteria for Level 3 timely, complete, and follow state and treatment documentations are always criteria for Level 3 and additionally participate in their development criteria for Level 3 and additionally (3.2.HE.1). Nurse fulfills most of the records are systematic and efficient Immunization records, medication and (3.2.HE.2). Nurse fulfills most of the

submitted in a timely manner (3.2.E.3) requirements (3.2.E.2). Reports, treatment documentation are timely, Confidentiality is consistently and well records, and documentation of student complete, and follow state and district health records are accurate and

occasionally not maintained (3.2.IN.4) (3.2.IN.3). Confidentiality is accurate, but occasionally late and do (3.2.IN.2). Reports, records and limited and not efficiently recorded not follow Record Retention Policy documentation are occasionally

> existed and/or are incomplete (3.2.1.5). status documentation rarely or never or never accurate and are late or are in disarray (3.2.1.2). Reports, medication, treatment and health Health and immunization records, rarely or never maintained (3.2.1.4). inaccurate (3.2.I.3). Confidentiality is records, and documentation are rarely

highly and totally maintained effective nursing (3.2.E.5). maintained (3.2.E.4). Health status records are kept and reviewed for safe, medication and treatment district requirements (3.2.IN.5) maintained and follow state and documentation are not adequately Health and immunization records and

3.3. Communicating with students, school staff, families, and community members and about school health Communication with health care providers with a parent signed release of information

Highly Effective

Effective

Improvement Necessary

situations with parents and treats and assumes leadership in handling communication techniques (3.3.HE.2). additionally utilizes a variety of of the criteria for Level 3 and others regarding the school health parents with respect and empathy routine, unexpected and emergency Level 3 and additionally is proactive Nurse fulfills most of the criteria for program (3.3.HE.1). Nurse fulfills most in providing complete information to the leadership role by being proactive Level 3 and additionally is frequently in Nurse fulfills most of the criteria for

and accurate information to others of information (3.3.E.4) after obtaining a parent signed release effectively with health care providers emergency situations, and adheres to respectfully with individual families consistently communicates regarding the school health and Nurse consistently communicates confidentiality practices (3.3.E.3). respectful and friendly to families, regarding their child's health needs nursing program (3.3.E.1). Nurse handles routine, unexpected and (3.3.E.2). Nurse is consistently Nurse consistently provides thorough

providers even with a parent signed occasionally communicates and/or has in multiple situations (3.3.IN.3). Nurse obtaining and using health information needs (3.3.IN.2). Nurse occasionally and communicates respectfully with school health and nursing program information to others regarding the Nurse occasionally provides limited release of information (3.3.IN.4). limited contact with health care has difficulty with confidentiality in families about their child's health care (3.3.IN.1). Nurse occasionally interacts in multiple situations (3.3.I.3). Nurse obtaining and using health information never maintains confidentiality in never shows respect for families, or information to others regarding schoo information (3.3.I.4). without a parent signed release of health care providers or communicates rarely or never communicates with health needs (3.3.I.2). Nurse rarely or communication concerning their child's has an established method for parent Nurse avoids parent contact, rarely or health and nursing practice (3.3.1.1). Nurse rarely or never provides

3.4. Actively participates in the professional community for professional growth and development regarding the performance of and delivery of safe and effective school health services

| 7 ((| | | |
|---|---|---|-------|
| Highly Effective | Effective | Improvement Necessary | |
| Nurse fulfills most of the criteria for | Nurse consistently works in a | Nurse's occasionally works with staff | Nun |
| Level 3 and additionally is always | cooperative effort with staff and peers | and relationships with staff and peers | 000 |
| supportive and cooperative with all | (3.4.E.1). Nurse consistently volunteers | is cordial (3.4.IN.1). Nurse occasionally | rela |
| staff as an active member of the team | and participates in building and district | participates in required building and | neg |
| (3.4.HE.1). Nurse fulfills most of the | events and committees, making a | district events and other committees | Nur |
| criteria for Level 3 and additionally | substantial contribution to the learning | and activities only when requested | requ |
| always volunteers and participates in | environment of students, and | (3.4.IN.2). Nurse occasionally | invo |
| building and district events and | reflective of a practice (3.4.E.2). Nurse | participates in professional | com |
| committees and assumes a leadership | consistently understands the | development on a limited basis when | Nun |
| role (3.4.HE.2). Nurse fulfills most of | connection between health and | required (3.4.IN.3). Nurse occasionally | prof |
| the criterion in Level 3 and in | education (3.4.E.3). Nurse consistently | attends some IPS School Nurse | clea |
| additionally actively pursues and | attends IPS School Nurse meetings | meetings (3.4.IN.5). Nurse occasionally | mai |
| attends professional development | (3.4.E.5). Nurse consistently seeks | participates in local, state or national | skill |
| activities and makes a contribution by | professional development | professional organizations (3.4.IN.6). | atte |
| volunteering for committee work at | opportunities in health and education, | Nurse is a member of the IDOE | (3.4 |
| local and state meetings and leading | by attending local and state | Learning Connection and occasionally | part |
| workshops (3.4.HE.3). Nurse fulfills | activities/meetings and webinars | contributes to IDOE Learning | prof |
| most of the criteria for Level 3 and | (3.4.E.6). Nurse consistently | Connection resources (3.4.IN.7). | Nuc |
| additionally contributes to the | contributes to the IDOE Learning | | Lear |
| development of other nurses by | Connection resources (3.4.E.7). | | |
| mentoring other school nurses, | | | |
| student nurses and students of other | | | |
| health disciplines and leading | | | |

olvement in building and district lationships with staff and peers are arning Connection (3.4.1.7). irse is not a member of the IDOE ofessional organizations (3.4.l.6) rticipates in state and national 4.1.5). Nurse rarely or never tends IPS School Nurse meetings lls (3.4.1.3). Nurse rarely or never aintaining nursing knowledge and early a necessity for developing and irse rarely or never participates in mmittees and events (3.4.1.2). gative and self-serving (3.4.1.1). operative effort with staff and ofessional development when it is quired building events and avoids irse rarely or never participates in rse's rarely or never works in a Ineffective

Domain 4: Core Professionalism

workshops (3.4.HE.4).

4.1. Attendance/on-time arrival

| 4.1. Attenualice/on-time annual | IVdI | | |
|--|--|--|-------------|
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Individual has not demonstrated a | Individual demonstrates a pattern of | Greater than 63 hours sick or | |
| pattern of unexcused absences.* | unexcused absences * Individual | unexcused (Non-FLMA Days within the | |
| Individual has not demonstrated a | demonstrates a pattern of unexcused | evaluation cycle in the current school | |
| pattern of unexcused late arrivals (late | late arrivals (late arrivals that are in | year. Greater than 5 days tardy of 10 | |
| arrivals that are in violation of | violation of procedures set forth by | minutes or more within the evaluation | |
| procedures set forth by local school | local school policy and by the relevant | cycle in the current school year. | |
| policy and by the relevant collective | collective bargaining agreement) | (4.1.G). | |
| bargaining agreement) (4.1.MS). | (4.1.DNMS). | | |
| | | | |

| 4.2. Policies and guidelines/district core values | rict core values | | |
|---|------------------|-----------------------|---|
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Individual demonstrates a pattern of | | | Individual demonstrates a pattern of |
| following state, corporation, and | | | failing to follow state, corporation, and |
| school policies and procedures (e.g. | | | school policies and procedures (e.g. |
| procedures for submitting discipline | | | procedures for submitting discipline |
| referrals, policies for appropriate | | | referrals, policies for appropriate |
| attire, etc.). Individual demonstrates a | | | attire, etc.). Individual demonstrates a |
| pattern of interacting with students, | | | pattern of failing to interact with |
| colleagues, parents/guardians, and | | | students, colleagues, |
| community members in a respectful | | | parents/guardians, and community |
| manner and/or demonstrating the | | | members in a respectful manner |
| District Core Values (4.2.MS). Follows | | | and/or demonstrate the District Core |
| and reinforces the District Core Values | | | Values(4.2.DNMS). |
| of Excellence Scholarship Courage | | | |
| Respect (4.2.G). | | | |

School Psychologist Rubric IPS Danielson

| Domain 1: Planning and Preparation | Preparation | | |
|---|--|--|---|
| 1a. Demonstrates knowledge | e and skill in using psychologic | 1a. Demonstrates knowledge and skill in using psychological instruments to evaluate students | udents |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Psychologist uses a wide range of | Psychologist uses multiple | Psychologist uses a limited number of | Psychologist demonstrates little or no |
| psychological instruments to evaluate | psychological instruments to evaluate | psychological instruments to evaluate | knowledge and skill in using |
| students and knows proper situations | students and determine accurate | students. Psychologist attempts to | psychological instruments to evaluate |
| in which each should be used to | diagnoses based on student strengths | answer parent or teacher questions | students without consideration of |
| provide practical interpretation to | and cultural background and verbalizes | accurately – and seeks out information | referral question or cultural relevance |
| teachers and parents regarding | rationale for selecting specific testing | if uncertain. Psychologist provides | and reports scores with minimal or |
| assessment results (1a.HE) | instruments. Psychologist is able to | additional information beyond scores, | limited interpretation for teachers and |
| | provide practical interpretation to | ranges, and percentiles when | parents (1a.l) |
| | teachers and parents regarding | describing student performance (1a.IN) | |
| | assessment results (1a.E) | | |
| 1b. Demonstrates knowledg | Demonstrates knowledge of child and adolescent development and psy | elopment and psychopathology | <u>ş</u> y |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Psychologist applies extensive knowledge of typical child | Psychologist exhibits thorough knowledge of child and adolescent | Psychologist demonstrates basic knowledge of child and adolescent | Psychologist shows little or no knowledge of child and adolescent |
| development, psychopathology and | development and psychopathology. | development and psychopathology | development and psychopathology |
| corresponding interventions for the | Psychologist can access information | (1b.IN) | with limited knowledge of effective |
| classroom (1b.HE) | pertaining to classroom intervention | | Interventions (1b.I) |
| | approaches to address these areas (1b.E) | | |
| 1c. Demonstrates knowledge | e of state and federal regulation | Demonstrates knowledge of state and federal regulations and resources within and beyond the school and | beyond the school and |
| district | | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Psychologist's knowledge of | Psychologist is aware of state and | Psychologist participates in | Psychologist shows little or no |
| governmental regulations and of | federal regulations and of resources | departmentally or district mandated | knowledge of governmental |
| resources for students is extensive | for students available through the | professional development in order to | regulations or of resources for students |
| including those available through the | school or district and has some | become familiar with new policies and | available through the school or district. |
| school or district and in the community | familiarity with resources external to | procedures. Psychologist researches | Psychologist has limited knowledge of |
| (1c.HE) | the district. Psychologist provides this | and/or connects with available district | district and community resources (1c.I) |
| | information to others in order to | and community resources when | |
| | connect families and students to | specifically asked to do so (1c.IN) | |
| | supports (1c.E) | | |

| 1d. Plans to meet the needs | 1d. Plans to meet the needs of general and special education students | ion students | |
|---|--|---|--|
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Psychologist's plan is highly coherent | Psychologist has developed a plan that | Psychologist is developing knowledge | Psychologist has limited knowledge of |
| and preventive and serves to support | includes the important aspects of work | related to the continuum of services. | continuum of services. Psychologist |
| students individually, within the | in the setting (1d.E) | Psychologist's plan includes some | works only on referrals to special |
| broader educational program (1d.HE) | | worthwhile activities but others don't fit with broader goals (1d IN) | education (1d.I) |
| 1e. Establishes goals for the | 1e. Establishes goals for the psychology program appropriate to the setting | | and the students served |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Psychologist's goals for the treatment | Psychologist's goals for the treatment | Psychologist's goals for the treatment | Psychologist has no clear goals for the |
| program are highly appropriate to the | program are clear and appropriate to | program are rudimentary and partially | psychology program or they are |
| situation in the school and to the age | the situations in the school and to the | suitable to the situation and the age of | inappropriate to either the situation or |
| of the students and have been | age of the students (1e.E) | the students (1e.IN) | the age of the students (1e.I) |
| developed following consultations with | | | |
| students, parents and colleagues | | | |
| (1e.HE) | | | |
| Domain 2: The Environment | ent | | |
| 2a. Establishes rapport with students | students | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Students seek out the psychologist, | Psychologist's interactions with | Psychologist's interactions with | Psychologist engages in negative |
| reflecting a high degree of comfort and | students are positive and respectful | students are a mixture of positive and | interactions with students that often |
| trust in the relationship. Psychologist | (2a.E) | negative; the psychologist's efforts at | include punishments and negative |
| can be called upon when a student | | developing rapport are partially | consequences. Students appear |
| cannot be reached by other staff | | successful (2a.IN) | uncomfortable in the testing |
| members (2a.HE) | | | environment (2a.l) |
| 2b. Establishes a culture in tl | 2b. Establishes a culture in the school for positive mental health of the students and staff | health of the students and sta | 1ff |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Psychologist facilitates workshops with | Psychologist promotes a culture | Psychologist's attempt to promote a | Psychologist makes no attempt to |
| themes of mental health and well- | throughout the school for positive | culture throughout the school for | establish a culture for positive mental |
| being. Colleagues and students, while | mental health in the school among | positive mental health in the school | health in the school as a whole, either |
| guided by the psychologist, maintain | students and teachers (2b.E) | among students and teachers is | among or between students or |
| the culture in the school for positive | | partially successful (2b.IN) | teachers (2b.I) |
| mental health among students and | | | |
| teachers (2b.HE) | | | |
| | | | |

| 2c. Establishes and maintains | s clear procedures for referrals | S | |
|---|---|--|--|
| Highly Effective | | Improvement Necessary | Ineffective |
| Procedures for all aspects of referral | Procedures for referrals and for | | No procedures for referrals have been |
| and testing protocols are clear to | meetings and consultations with | procedures for referrals, but the | established; when teachers want to |
| everyone and have been developed in | parents and administrators are clear to | details are not always clear (2c.IN) | refer a student for special services, |
| consultation with teachers and | everyone. Psychologist makes staff and | | they are not sure how to go about it |
| administrators (2c.HE) | parents aware of the pre-referral process (2c.E) | | (2c.I) |
| 2d. Demonstrates flexibility | and responsiveness to meet the | he needs of students and their families | r families |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Psychologist encourages | Psychologist is readily and easily | Psychologist attempts to monitor and | Psychologist does not respond to |
| communication with parents and | accessible. Family is kept consistently | correct negative student behavior. | student and family inquires and is not |
| students on a regular basis. The | informed (2d.E) | Communication with the family is | available for consultation and guidance |
| psychologist often provides guidance | | intermittent using inadequate avenues | (2d.I) |
| and insight while using a multitude of | | (2d.IN) | |
| communication devices (2d.HE) | | | |
| 2e. Establishes standards of | Establishes standards of conduct in the testing environment | ıment | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Standards of conduct have been | Standards of conduct have been | Standards of conduct appear to have | Standards of conduct have not been |
| established. Psychologist's monitoring of students is subtle and preventive | established. Psychologist monitors student behavior with standards of | been established. Psychologist's attempts to monitor and correct | established. Psychologist fails to address negative student behavior |
| and students engage in self-monitoring | conduct; response to students is | negative student behavior during an | during an evaluation (2e.I) |
| of behavior (2e.HE) | appropriate and respectful (2e.E) | evaluation are only partially successful (2e.IN) | |
| Domain 3: Delivery of Service | rvice | | |
| 3a. Consults with colleagues | 3a. Consults with colleagues and parents in responding to referrals | referrals | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Psychologist consults frequently with | Psychologist consults frequently with | Psychologist consults on a sporadic | Psychologist fails to consult with |
| colleagues, contributing detailed | colleagues to concerns identified in the | basis with colleagues, making partially | colleagues (3a.I) |
| insights to questions raised in the | classroom and tailors evaluations to | successful attempts to tailor | |
| classroom (3a.HE) | the questions raised in the referral (3a.E) | the referral (3a.IN) | |
| 3b. Evaluates student needs | in compliance with National A | National Association of School Psycholo | ool Psychologists guidelines |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Psychologist selects, from a broad | Psychologist administers appropriate | Psychologist attempts to administer | Psychologist resists administering |
| repertoire, assessments that are most | evaluation instruments to students and | appropriate evaluation instruments to | evaluations, selects instruments |
| appropriate to the referral, questions and conducts information sessions | ensures that all procedures and | students but does not always follow established safeguards (3b.IN) | inappropriate to the situation, or does |
| alla collancia illiolitiation sessions | | establistich salegualus (sp.iiv) | |

| with colleagues to ensure that they fully understand and comply with procedural and safeguards (3b.HE) | safeguards are faithfully adhered to (3b.E) | | not follow established procedures and guidelines. (3b.I) |
|--|--|--|--|
| 3c. Facilitates and participates in team | es in team meetings | | |
| Highly Effective | | Improvement Necessary | Ineffective |
| Psychologist takes initiative in | Psychologist works effectively with a | | Psychologist does not work effectively |
| assembling materials for meetings. | team to develop suitable plans for | effectively with a team, and student | with a team, does not show initiative, |
| IEPS are prepared in an exemplary | students that are aligned with | plans partially meet identified needs | and fails to develop plans that are |
| manner (3c.HE) | identified needs. Prepares detailed | (3c.IN) | suitable to student needs (3c.I) |
| | IEPs (3c.E) | | |
| 3d. Completes thorough inte | Completes thorough interpretation and reports in a tir | timely manner | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Psychologist makes thorough | Psychologist makes interpretations, | | Psychologist resists making thorough |
| interpretations, generates relevant | generates implications for learning, | | interpretations and does not generate |
| implications for learning, and complies | and complies with procedures | reports, but does not always follow | implications for learning or follow |
| with procedural timelines for reports (3d.HE) | regarding reports (3d.E) | established procedural timelines (3d.IN) | establish procedural timelines for reports (3d.1) |
| 3e. Engages in the CSE process | SS | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Psychologist works effectively with a | Psychologist works with a team in | Psychologist works with a team in | Psychologist declines to assume a role |
| provides valuable insights during CSE | insights during CSE meetings (3e.E) | directed to do so, and prepares | and in the overall CSE process (3e.I) |
| meetings (3e.HE) | | | |
| 3f. Maintains contact between | between school community and me | mental health resources | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Psychologist maintains ongoing contact | Psychologist maintains ongoing | Psychologist maintains occasional | Psychologist declines to maintain |
| with physicians and community mental | contact with physicians and | contact with physicians and | contact with physicians and community |
| health service providers, and initiates | community mental health service | community mental health service | mental health service providers (3f.I) |
| contacts, when needed (3f.HE) | providers, as needed (3f.E) | providers (3f.IN) | |
| Domain 4: Professional R | Responsibilities | | |
| 4a. Reflecting on practice | | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Psychologist's reflection is highly | Psychologist's reflection provides an | Psychologist's reflection on practice is | Psychologist does not reflect on |
| accurate and perceptive, citing specific | nractice citing specific positive and | moderately accurate and objective | practice, or the reflections are inaccurate or self-serving (4a I) |
| Psychologist draws on an extensive | negative characteristics. Psychologist | with only global suggestions as to how | |
| repertoire to suggest alternative | makes some specific suggestions as to | it might be improved (4a.IN) | |
| און מנכקוכא (דמוויב) | | | |

| | how the practice might be improved (4a.E) | | |
|--|--|--|---|
| 4b. Communicating with fam | 4b. Communicating with families & soliciting family involvement | /ement | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Psychologist secures necessary | Psychologist communicates with | Psychologist's communication with | Psychologist fails to communicate with |
| permissions and communicates with families in a manner highly sensitive to | tamilies and secures necessary permission for evaluations and does so | tamilies is partially successful; permissions are obtained, but there | tamilies and secure necessary permission for evaluations or |
| cultural and linguistic traditions. | in a manner sensitive to cultural and | are occasional insensitivities to cultural | communicates in an insensitive |
| Psychologist reaches out to families of | linguistic traditions (4b.E) | and linguistic traditions (4b.IN) | manner (4b.l) |
| students to enhance trust and bridge | | | |
| the home and school environments (4b.HE) | | | |
| 4c. Maintaining accurate records | ords | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Psychologist's records/reports are | Psychologist's records/reports are | Psychologist's records/reports are | Psychologist's records/reports are in |
| and stored in a secure location. They | accurate and legible, Well organized, | accurate and legible and are stored in | or stored in an insecure location (Ac I) |
| are written to be understandable to | , | | |
| their intended audience (4c.HE) | | | |
| 4d. Participating in a professional community | ional community | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Psychologist makes a substantial | Psychologist participates actively in | Psychologist's relationships with | Psychologist's relationships with |
| contribution to school and/or district | school and/or district events and | colleagues are cordial, and | colleagues are negative or self-serving, |
| events and projects and assumes | projects and maintains positive and | psychologist participates in school | and psychologist avoids being involved |
| leadership with colleagues. | productive relationships with | and/or district events and projects | in school and/or district events or |
| Participates in local, state, or national | colleagues. Participates in local, state, | when specifically requested (4d.IN) | projects (4d.I) |
| organizations (4d.HE) | or national organizations (4d.E) | | |
| 4e. Engaging in professional development | development | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Psychologist actively pursues professional development | Psychologist seeks out opportunities for professional development based on | Psychologist's participation in professional development activities is | Psychologist does not participate in professional development activities, |
| opportunities, and enhanced | an individual assessment of need (4e.E) | limited to those that are required | even when such activities are clearly |
| knowledge is reflected in day to day | | (4e.IN) | needed for the ongoing development |
| practice: This could include such | | | OI SKIIIS (4e.I) |
| activities as presenting to school or | | | |
| district stair (4e.nc) | | | |
| | | | |

| Highly Effective | Effective | Improvement Necessary | Ineffective |
|---|---|--|---|
| Psychologist can be counted on to hold | Psychologist can be counted on to hold Psychologist displays high standards of Psychologist is honest in interactions | Psychologist is honest in interactions | Psychologist displays dishonesty in |
| the highest standards of honesty, | honesty, integrity, and confidentiality | with colleagues, students, and the | interactions with colleagues, students, |
| integrity, and confidentiality and to | in interactions with colleagues, | public, plays a moderate advocacy role | and the public and violates principles |
| advocate for students, taking a | students and the public and advocates | for students, and does not violate | of confidentiality (4f.I) |
| leadership role with colleagues (4f.HE) for students when needed (4f.E) | for students when needed (4f.E) | confidentiality (4f.IN) | |

IPS Danielson Media Specialist Rubric

Domain 1: Planning and Preparation

technology 1a. Demonstrating knowledge of literature and current trends in library/media practice and information

| Highly Effective | Effective | Improvement Necessary | Ineffective |
|-------------------------------------|---------------------------------------|--|--|
| Drawing on extensive professional | Library/media specialist demonstrates | Library/media specialist demonstrates | Library/media specialist demonstrates |
| resources, library/media specialist | thorough knowledge of literature and | limited knowledge of literature and of | little or no knowledge of literature and |
| demonstrates rich understanding of | of current trends in practice and | current trends in practice and | of current trends in practice and |
| literature and of current trends in | information technology (1a.E) | information technology (1a.IN) | information technology (1a.l) |
| information technology (1a.HE) | | | |
| | | | |

1b. Demonstrating knowledge of the school's program and student information needs within that program

| | = 2 = 2 = 3 = 3 = 3 = 3 = 3 = 3 = 3 = 3 | | |
|---------------------------------------|---|---------------------------------------|--|
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Library/media specialist takes a | Library/media specialist demonstrates | Library/media specialist demonstrates | Library/media specialist demonstrates |
| leadership role within the school and | thorough knowledge of the school's | basic knowledge of the school's | little or no knowledge of the school's |
| district to articulate the needs of | content standards and of students' | content standards and of students' | content standards and of students' |
| students for information technology | needs for information skills within | needs for information skills within | needs for information skills within |
| within the school's academic program | those standards (1b.E) | those standards (1b.IN) | those standards (1b.I) |
| (1b.HE) | | | |

1c. Establishing goals for the library/media program appropriate to the setting and the students served

| Highly Effective | Effective | Improvement Necessary | |
|---|--|--|-------|
| Library/media specialist's goals for the | Library/media specialist's goals for the | Library/media specialist's goals for the | Libr |
| media program are highly appropriate | media program are clear and | media program are rudimentary and | goa |
| to the situation in the school and to | appropriate to the situation in the | are partially suitable to the situation in are | are |
| the age of the students and have been school and to the age of the students | school and to the age of the students | the school and the age of the students. situ | situa |
| developed following consultations with (1c.E) | (1c.E) | (1c.IN) | stuc |
| students and colleagues. (1c.HE) | | | |

e inappropriate to either the oals for the media program, or they ıdents (1c.I) uation in the school or the age of the rary/media specialist has no clear Ineffective

resources as interlibrary loan 1d. Demonstrating knowledge of resources, both within and beyond the school and district, and access to such

| Highly Effective | Effective | Improvement Necessary | Ineffective |
|---|--|---|--|
| Library/media specialist is fully aware | Library/media specialist is fully aware | Library/media specialist demonstrates | Library/media specialist demonstrates |
| of resources available for students and | of resources available for students and basic knowledge of resources available | | little or no knowledge of resources |
| teachers and actively seeks out new | teachers in the school, in other schools for students and teachers in the | for students and teachers in the | available for students and teachers in |
| resources from a wide range of sources in the district, and in the larger | in the district, and in the larger | school, in other schools in the district, | the school, in other schools in the |
| to enrich the school's program (1d.HE) | community to advance program goals | and in the larger community to | district, and in the larger community to |
| | (1d.E) | advance program goals (1d.IN) | advance program goals (1d.I) |
| | | | |

| 1e. Planning the library/med | Planning the library/media program integrated with the overall school program | ne overall school program | |
|---|---|--|---|
| | Effective | Improvement Necessary | Ineffective |
| Library/media specialist's plan is highly | Library/media specialist's plan is well | Library/media specialist's plan has a | Library/media program consists of a |
| coherent, taking into account the | designed to support both teachers and | guiding principle and includes a | random collection of unrelated |
| competing demands of scheduled time | students in their information needs | number of worthwhile activities, but | activities, lacking coherence or an |
| in the library, consultative work with | (1e.E) | some of them don't fit with the | overall structure (1e.I) |
| teachers, and work in maintaining and | | broader goals (1e.IN) | |
| extending the collection; the plan has | | | |
| been developed after consultation | | | |
| with teachers (1e.HE) | | | |
| 1f. Developing a plan to eval | plan to evaluate the library/media program | am | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Library/media specialist's evaluation | Library/media specialist's plan to | Library/media specialist has a | Library/media specialist has no plan to |
| plan is highly sophisticated, with | evaluate the program is organized | rudimentary plan to evaluate the | evaluate the program or resists |
| imaginative sources of evidence and a | around clear goals and the collection of | library/media program (1f.IN) | suggestions that such an evaluation is |
| clear path toward improving the program on an ongoing basis (1f.HE) | which the goals have been met (1f.E) | | Important (11.1) |
| Domain 2: The Environment | ent | | |
| 2a. Library/media specialist | 2a. Library/media specialist has no plan to evaluate the program or resists s | rogram or resists suggestions t | uggestions that such an evaluation is |
| important | | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Interactions among the library/media | Interactions, both between the | Interactions, both between the | Interactions, both between the |
| specialist, individual students, and the | library/media specialist and students | library/media specialist and student | library/media specialist and students |
| classroom teachers are highly | are and among students, are polite and | and among students, are generally | and among students, are negative, |
| respection, reflecting genuine warmin | respection, reflecting general warmth | appropriate and rice from confinct out | inappropriate, or insensitive to |
| and caring and sensitivity to students | and caring, and are appropriate to the | displays of insensitivity or lack of | characterized by sarcasm but-downs |
| Students themselves ensure high levels | among groups of students (2a.E) | responsiveness to cultural or | or conflict (2a.l) |
| of civility among students in the library | - | developmental differences among | |
| (2a.HE) | | students (2a.IN) | |
| 2b. Establishing a culture for | 2b. Establishing a culture for investigation and love of literature | rature | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Library/media specialist, in interactions | Library/media specialist, in interactions | Library/media specialist goes through | Library/media specialist conveys a |
| with both students and colleagues, | with both students and colleagues, | the motions of performing the work of | sense that the work of seeking |
| conveys a sense of the essential nature | conveys a sense of the importance of | the position, but without any real | information and reading literature is |
| of seeking information and reading | seeking information and reading | commitment to it (2b.IN) | not worth the time and energy |
| literature. Students appear to have internalized these values (2b.HE) | literature (2b.E) | | required (2b.l) |
| ווורכו ומוובכמ נונכטר גמומכט (בבייוב) | | | |

| 2c. Establishing and maintaining library procedures | ning library procedures | | |
|---|--|--|---|
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Media center routines and procedures | Media center routines and procedures | Media center routines and procedures | Media center routines and procedures |
| (for example, for circulation of | (for example, for circulation of | (for example, for circulation of | (for example, for circulation of |
| materials, working on computers, | materials, working on computers, | materials, working on computers, | materials, working on computers, |
| independent work) are seamless in | independent work) have been | independent work) have been | independent work) are either non- |
| their operation, with students | established and function smoothly. | established but function sporadically. | existent or inefficient, resulting in |
| assuming considerable responsibility | Library assistants are clear as to their | Efforts to establish guidelines for | general confusion. Library assistants |
| for their smooth operation. Library | role (2c.E) | library assistants are partially | are confused as to their role (2c.I) |
| assistants work independently and | | successful (2c.IN) | |
| contribute to the success of the media | | | |
| center (2c.HE) | | | |
| 2d. Managing student behavior | ior | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Standards of conduct are clear, with | Standards of conduct appear to be | It appears that the library/media | There is no evidence that standards of |
| evidence of student participation in | clear to students, and the | specialist has made an effort to | conduct have been established, and |
| setting them. Library/media specialist's | library/media specialist monitors | establish standards of conduct for | there is little or no monitoring of |
| monitoring of student behavior is | student behavior against those | students and tries to monitor student | student behavior. Response to student |
| subtle and preventive, and response to | standards. Library/media specialist's | behavior and respond to student | misbehavior is repressive or |
| student misbehavior is sensitive to | response to student misbehavior is | misbehavior, but these efforts are not | disrespectful of student dignity (2d.I) |
| individual student needs. Students | appropriate and respectful to students | always successful (2d.IN) | |
| take an active role in monitoring the | (2d.E) | | |
| standards of behavior (2d.HE) | | | |
| 2e. Organizing physical space to enable smooth flow | e to enable smooth flow | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Library/media specialist makes highly | Library/media specialist makes | Library/media specialist's efforts to | Library/media specialist makes poor |
| effective use of the physical | effective use of the physical | make use of the physical environment | use of the physical environment, |
| environment, resulting in clear | environment, resulting in good traffic | are uneven, resulting in occasional | resulting in poor traffic flow, confusing |
| signage, excellent traffic flow, and | flow, clear signage, and adequate | confusion (2e.IN) | signage, inadequate space devoted to |
| adequate space devoted to work areas | space devoted to work areas and | | work areas and computer use, and |
| and computer use. In addition, book | computer use (2e.E) | | general confusion (2e.I) |
| displays are attractive and inviting | | | |
| (2e.HE) | | | |

Domain 3: Delivery of Service

limitations 3a. Maintaining and extending the library collection in accordance with the school's needs and within budget

| IIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIII | | | |
|---|---|--|---|
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Library/media specialist selects | Library/media specialist adheres to | Library/media specialist is partially | Library/media specialist fails to adhere |
| materials for the collection | district or professional guidelines in | successful in attempts to adhere to | to district or professional guidelines in |
| thoughtfully and in consultation with | selecting materials for the collection | district or professional guidelines in | selecting materials for the collection |
| teaching colleagues, and periodically | and periodically purges the collection | selecting materials, to weed the | and does not periodically purge the |
| purges the collection of outdated | of outdated material. Collection is | collection, and to establish balance | collection of outdated material. |
| material. Collection is balanced among | balanced among different areas (3a.E) | (3a.IN) | Collection is unbalanced among |
| different areas (3a.HE) | | | different areas (3a.I) |
| 3b. Collaborating with teach | 3b. Collaborating with teachers in the design of instructional units and lesson | nal units and lessons | |

| | • | | |
|---|---|---|---|
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Library/media specialist initiates | Library/media specialist initiates | Library/media specialist collaborates | Library/media specialist declines to |
| collaboration with classroom teachers | collaboration with classroom teachers | with classroom teachers in the design | collaborate with classroom teachers in |
| in the design of instructional lessons | in the design of instructional lessons | of instructional lessons and units when the design of instructional lessons and | the design of instructional lessons and |
| and units, locating additional resources and units (3b.E) | and units (3b.E) | specifically asked to do so (3b.IN) | units (3b.I) |
| from sources outside the school. | | | |
| (3b.HE) | | | |
| 3c. Engaging students in enjo | 3c. Engaging students in enjoying literature and in learning information skills | g information skills | |
| 000 | , 0 | | |

| 3c. Engaging students in enjoy | 3c. Engaging students in enjoying literature and in learning information skills | g intormation skills | |
|---|---|--|--|
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Students are highly engaged in | Students are engaged in enjoying | Only some students are engaged in | Students are not engaged in enjoying |
| enjoying literature and in learning | literature and in learning information | enjoying literature and in learning | literature and in learning information |
| information skills and take initiative in | skills because of effective design of | information skills due to uneven design skills because of poor design of | skills because of poor design of |
| ensuring the engagement of their | activities, grouping strategies, and | of activities, grouping strategies, or | activities, poor grouping strategies, or |
| peers (3c.HE) | appropriate materials (3c.E) | partially appropriate materials (3c.IN) | inappropriate materials (3c.I) |
| 3d. Assisting students and to | eachers in the use of technolo | 3d. Assisting students and teachers in the use of technology in the library/media center | |

| שני השישות שווש ני | ba: Assisting stadents and teachers in the ase of technology in the library/ | 5y ili tile libiai y/iliedia telitel | |
|--|--|--|---|
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Library/media specialist is proactive in | Library/media specialist initiates | Library/media specialist assists | Library/media specialist declines to |
| initiating sessions to assist students | sessions to assist students and | students and teachers in the use of | assist students and teachers in the use |
| and teachers in the use of technology | teachers in the use of technology in | technology in the library/media center | of technology in the library/media |
| in the library/media center (3d.HE) | the library/media center (3d.E) | when specifically asked to do so (3d.IN) | center (3d.I) |
| 3e. Demonstrating flexibility and responsiveness | / and responsiveness | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Library/media specialist is continually | Library/media specialist makes | Library/media specialist makes modest | Library/media specialist adheres to the |
| seeking ways to improve the | revisions to the library/media program | changes in the library/media program | plan, in spite of evidence of its |
| library/media program and makes | when they are needed (3e.E) | when confronted with evidence of the | inadequacy (3e.I) |
| changes as needed in response to | | need for change (3e.IN) | |
| | | | |

| Library/media specialist's relationships with colleagues are negative or selfserving, and the specialist avoids being involved in school and district events and projects (4d.1) | Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested (4d.IN) | Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues (4d.E) | Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues (4d.HE) |
|--|--|--|---|
| Ineffective | Improvement Necessary | Effective | Highly Effective |
| parents or the larger community (4c.l) | efforts to parents or the larger community (4c.IN) | larger community (4c.E) | ts but |
| Library/media specialist makes no effort to engage in outreach efforts to | Library/media specialist makes sporadic efforts to engage in outreach | Library/media specialist engages in outreach efforts to parents and the | Library/media specialist is proactive in reaching out to parents and |
| in the state of | | larger community | 4c. Communicating with the larger community |
| | (40.IIV) | | סוו נווופ (אט.חב) |
| late (4b.l) | and sometimes submitted on time (4b.IN) | (4b.E) | Inventories and reports are submitted on time (4b. HE) |
| Inventories and reports are routinely | procedures. Inventories and reports | and reports are submitted on time | improvements to those procedures. |
| follow established procedures. | teacher requests and following | established procedures. Inventories | established procedures, and suggests |
| requisitions and budgets or does not | prepare budgets are partially | requisitions and budgets and follows | teacher needs when preparing |
| Library/media specialist ignores | Library/media specialist's efforts to | Library/media specialist honors | Library/media specialist anticipates |
| Ineffective | Improvement Necessary | Effective | Highly Effective |
| | | g reports and budgets | 4b. Preparing and submitting |
| Library/media specialist does not reflect on practice, or the reflections are inaccurate or self-serving (4a.I) | Library/media specialist's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved (4a.IN) | Library/media specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library/media specialist makes some specific suggestions as to how the media program might be improved (4a.E) | Library/media specialist's reflection is highly accurate and perceptive, citing specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success (4a.HE) |
| Ineffective | Improvement Necessary | Effective | Highly Effective |
| | | | 4a. Reflecting on practice |
| | | esponsibilities | Domain 4: Professional Responsibilities |
| | | | student, parent, or teacher input (3e.HE) |

| 4e. Engaging in professional development | development | | |
|--|---|--|--|
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Library/media specialist actively | Library/media specialist seeks out | Library/media specialist's participation | Library/media specialist does not |
| pursues professional development | opportunities for professional | in professional development activities | participate in professional |
| opportunities and makes a substantial | development based on an individual | is limited to those that are convenient | development activities, even when |
| contribution to the profession through | assessment of need (4e.E) | or are required (4e.IN) | such activities are clearly needed for |
| such activities as offering workshops to | | | the enhancement of skills (4e.I) |
| colleagues (4e.HE) | | | |
| 4f. Showing professionalism | | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Library/media specialist can be | Library/media specialist displays high | Library/media specialist is honest in | Library/media specialist displays |
| counted on to hold the highest | standards of honesty and integrity in | interactions with colleagues, students, | dishonesty in interactions with |
| standards of honesty and integrity and | interactions with colleagues, students, | and the public; respects copyright laws | colleagues, students, and the public, |
| takes a leadership role with colleagues | and the public; adheres carefully to | (4f.IN) | violates copyright laws (4f.I) |
| in ensuring there is no plagiarism or | copyright laws (4f.E) | | |
| violation of copyright laws (4f.HE) | | | |

Counselor Effectiveness Rubric IPS Danielson

| Counselor's plan is highly coherent and serves to support not only the students counseling in the setting (1e.E) Counselor's plan is highly coherent and counseling program counselor's plan has a guiding counseling program counselor's plan has a guiding counseling program counselor's plan has a guiding counse | Effective Improvement Necessary | (1d.Ht) external to the school (1d.t) broadly (1d.IN) | or district and in the community some familiarity with resources | through the school or district, and through the school or district, but no | resources for students available resources for students available | governmental regulations and of governmental regulations and of | Counselor displays awareness of Counselor displays awareness of | ve Effective Improvement Necessary Counselor displays awareness of Counselor displays awareness of | 1d. Demonstrates knowledge of state and federal regulations and of resources both within and beyond the school and district | (IC.HE) | students, parents and colleagues | developed following consultations with | age of the students (1c.E) the age of the students (1c.IN) | the situation in the school and to the partially suitable to the situation and | / and are | Counselor's goals for the counseling Counselor's goals for the counseling Counselor Bounselor's goals for the counseling Counselor Bounselor's goals for the counseling Counselor Bounselor's goals for the counseling Counselor's goals for the counselor's goals goals for the counselor's goals goals goals goals goals goals goals goals goa | Improvement Necessary | 1c. Establishes goals for the counseling program appropriate to the setting and the students served | follow the general patterns (1b.HE) | extent to which individual students | counselor displays knowledge of the general patterns (1b.E) | exceptions to the general patterns, age group, as well as exceptions to the | group and developmental characteristics of the (1b.IN) | understanding of the typical of child and adolescent development | In addition to accurate knowledge of Counselor displays accurate Counselor displays partial knowledge Counselor displays I | Highly Effective Effective Improvement Necessary Ineffe | 1b. Demonstrates knowledge of child and adolescent development | theory and techniques (1a.HE) and techniques (1a.E) and techniques (1a.IN) and techniques (1a.I) | thorough understanding of counseling understanding of counseling theory understanding of counseling theory understanding of counseling | Counselor demonstrates deep and Counselor demonstrates Counselor demonstrates basic Counselor demonstrates | Highly Effective Effective Improvement Necessary Ineffe | Tan a Control of the |
|--|---------------------------------|---|--|--|---|---|---|---|---|---------|----------------------------------|--|--|--|---------------------------------|--|-----------------------|---|-------------------------------------|-------------------------------------|---|---|--|--|--|---|--|--|--|--|---|---|
| Counseling program consists of a random collection of unrelated | Ineffective | | district (1d.I) | students available through the school | regulations and of resources for | knowledge of governmental | Counselor demonstrates little or no | Ineffective | n and beyond the school | | | | the age of the students (1c.I) | inappropriate to either the situation or | counseling program, or they are | Counselor has no clear goals for the | Ineffective | its served | | | | | evelopment (1b.l) | knowledge of child and adolescent | Counselor displays little or no | Ineffective | | nd techniques (1a.I) | understanding of counseling theory | Counselor demonstrates little | Ineffective | |

| Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an | Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited | Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school (2d.E) | Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the |
|---|--|---|---|
| Ineffective | Improvement Necessary | Effective | Highly Effective |
| ent behavior throughout the school | culture for stud | conduct and contributes to the | 2d. Establishes standards of |
| nonexistent or in disarray (2c.l) | counseling center or classroom (2c.IN) | (2c.E) | students assist in maintaining them (2c.HE) |
| center or classroom work are | partially successful routines for the | center or classroom work effectively | center or classroom are seamless, and |
| Counselor's routines for the counseling | Counselor has rudimentary and | Counselor's routines for the counseling | Counselor's routines for the counseling |
| Ineffective | Improvement Necessary | Effective | Highly Effective |
| | | ocedures | 2c. Manages routines and procedures |
| and teachers (2b.I) | successful (2b.IN) | | teachers and students (2b.HE) |
| among teachers, or between students | students and teachers are partially | teachers (2b.E) | the counselor, is maintained by both |
| whole, either among students or | communication between and among | between and among students and | students and teachers, while guided by |
| communication in the school as a | | and respectful communication | communication between and among |
| establish a culture for productive | | throughout the school for productive | productive and respectful |
| Counselor makes no attempt to | Counselor's attempts to promote a | Counselor promotes a culture | The culture in the school for |
| Ineffective | Improvement Necessary | Effective | Highly Effective |
| | | productive communication | 2b. Establishes a culture for |
| | partially successful (2a.IN) | | positive interactions (2a.HE) |
| interactions among students (2a.I) | interactions among students are | student-student interactions (2a.E) | teaches students how to engage in |
| counselor does not promote positive | efforts at encouraging positive | counselor actively promotes positive | trust in the relationship. Counselor |
| are negative or inappropriate, and the | positive and negative; the counselor's | are positive and respectful, and the | reflecting a high degree of comfort and |
| Counselor's interactions with students | Counselor's interactions are a mix of | Counselor's interactions with students | Students seek out the counselor, |
| Ineffective | Improvement Necessary | Effective | Highly Effective |
| | | of respect and rapport | 2a. Creates an environment of respect |
| | | ent | Domain 2: The Environment |
| | have been met (1f.IN) | have been met (1f.E) | basis (1f.HE) |
| | indicate the degree to which the goals | indicate the degree to which the goals | improving the program on an ongoing |
| such an evaluation is important (1f.I) | goals and the collection of evidence to | goals and the collection of evidence to | of evidence and a clear path toward |
| program or resists suggestions that | program is organized around clear | program is organized around clear | sophisticated with imaginative sources |
| Counselor has no plan to evaluate the | Counselor's plan to evaluate the | Counselor's plan to evaluate the | Counselor's evaluation plan is highly |
| Ineffective | Improvement Necessary | Effective | Highly Effective |
| | | ate the counseling program | 1f. Develops a plan to evaluate |
| overall structure (1e.l) | (1e.IN) | | broader educational program (1e.HE) |
| antivities lacking soborones or an | thom don't fit with the breader male | | individually and in groups but also the |

| (2d.HE)) | | civility in the school as a whole (2d.IN) | (2d.I) |
|---|--|---|--|
| 2e. Organizes physical space | | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Counseling center or classroom | Counseling center or classroom | Counselor's attempts to create an | The physical environment is in disarray |
| arrangements are inviting and | arrangements are inviting and | inviting and well-organized physical | or is inappropriate to the planned |
| conducive to the planned activities. | conducive to the planned activities | environment are partially successful | activities (2e.I) |
| Students have contributed ideas to the | (2e.E) | (2e.IN) | |
| physical arrangement (2e.HE) | | | |
| Domain 3: Delivery of Services | rvices | | |
| 3a. Assesses student needs | | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Counselor conducts detailed and | Counselor assesses student needs and | Counselor's assessments of student | Counselor does not assess student |
| individualized assessments of student | knows the range of student needs in | needs are perfunctory (3a.IN) | needs, or the assessments result in |
| needs to contribute to program planning (3a.HE) | the school (3a.E) | | inaccurate conclusions (3a.l) |
| 3b. Assists students and tead | chers in the formulation of aca | 3b. Assists students and teachers in the formulation of academic, personal/social, and career plans, based on | areer plans, based on |
| knowledge of student needs | | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Counselor helps individual students | Counselor helps students and teachers | Counselor's attempts to help students | Counselor's program is independent of |
| personal/social and career plans | and career plans for groups of students | personal/social and career plans are | אנממפוור וופכמא (אמיו) |
| (3b.HE) | (3b.E) | partially successful (3b.IN) | |
| 3c. Uses counseling technique | 3c. Uses counseling techniques in individual and classroom | n programs | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Counselor uses an extensive range of | Counselor uses a range of counseling | Counselor displays a narrow range of | Counselor has few counseling |
| counseling techniques to help students | techniques to help students acquire | counseling techniques to help students | techniques to help students acquire |
| acquire skills in decision making and problem solving for both interactions | skills in decision making and problem solving for both interactions with other | broblem solving for both interactions | solving for both interactions with other |
| with other students and future | students and future planning (3c.E) | with other students and future | students and future planning (3c.l) |
| planning (3c.HE) | | planning (3c.IN) | |
| 3d. Brokers resources to meet needs | et needs | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Counselor brokers with other | Counselor brokers with other | Counselor's efforts to broker services | Counselor does not make connections |
| programs and agencies both within | programs within the school or district | with other programs in the school are | with other programs in order to meet |
| and beyond the school or district to | to meet student needs (3d.E) | partially successful (3d.IN) | student needs (3d.I) |
| meet individual student needs (3d.HE) | | | |

| Highly Effective Effective | Effective | Improvement Necessary | Ineffective |
|--|---|---|---|
| Counselor is continually seeking ways | Counselor makes revisions in the | Counselor makes modest changes in | Counselor adheres to the plan or |
| to improve the counseling program | counseling program when they are | the counseling program when | program, in spite of evidence of its |
| and makes changes as needed in | needed (3e.E) | confronted with evidence of the need | inadequacy (3e.I) |
| teacher in studellit, pareilit, or | | Tot a change (Se.IN) | |
| Domain 1: Drofter in the little in the littl |) | | |
| An Bofforts on practice | | | |
| ta: Nellects on practice | | | 3 |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Counselor's reflection is highly | Counselor's reflection provides an | Counselor's reflection on practice is | Counselor does not reflect on practice, |
| accurate and perceptive, citing specific | accurate and objective description of | moderately accurate and objective | or the reflections are inaccurate or |
| examples that were not fully successful | practice, citing specific positive and | without citing specific examples and | self-serving (4a.I) |
| draws on an extensive repertoire to | makes some specific suggestions as to | it might be improved (4a.IN) | |
| suggest alternative strategies (4a.HE) | how the counseling program might be | | |
| 4b. Maintains accurate records | Sp. | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Counselor's approach to record | Counselor's reports, records and | Counselor's reports, records and | Counselor's reports, records and |
| keeping is highly systematic and | documentation are accurate and | documentation are generally accurate | documentation are missing, late, or |
| efficient and serves as a model for colleagues in other schools (4b.HE) | submitted in a timely manner (4b.E) | but are occasionally late (4b.IN) | inaccurate, resulting in confusion (4b.I) |
| 4c. Communicates with families | lies | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Counselor is proactive in providing | Counselor provides thorough and | Counselor provides limited though | Counselor provides no information to |
| information to families about the | accurate information to families about | accurate information to families about | families, either about the counseling |
| counseling program and about | the counseling program as a whole and | the counseling program as a whole and | program as a whole or about individual |
| individual students through a variety of | about individual students (4c.E) | about individual students (4c.IN) | students (4c.l) |
| Ad Participates in a professi | professional community | | |
| | Effective | Improvement Necessary | Ineffective |
| Counselor makes a substantial | Counselor participates actively in | Counselor's participation in | Counselor's relationships with |
| contribution to school and district | school and district events and projects | professional development activities is | colleagues are negative or self-serving, |
| events and projects and assumes | and maintains positive and productive | limited to those that are convenient or | and counselor avoids being involved in |
| readelatily with colleagues (+a.i.t.) | relationships with correagnes (+a.t.) | are required (+a.iiv) | (4d.l) |

| 4e. Engages in professional development | development | | |
|--|---|--|---|
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Counselor actively pursues | Counselor seeks out opportunities for | Counselor's participation in | Counselor does not participate in |
| professional development | professional development based on | professional development activities is | professional development activities |
| opportunities and makes a substantial | individual assessment of need (4e.E) | limited to those that are convenient or | even when such activities are clearly |
| contribution to the profession through | | required (4e.IN) | needed for the development of |
| such activities as offering workshops to | | | counseling skills (4e.I) |
| colleagues (4e.HE) | | | |
| 4f. Shows professionalism | | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Counselor can be counted on to hold | Counselor displays high standards of | Counselor is honest in interactions | Counselor displays dishonesty in |
| the highest standards of honesty, | honesty, integrity, and confidentiality | with colleagues, students and the | interactions with colleagues, students, |
| integrity, and confidentiality and to | in interactions with colleagues, | public; does not violate confidentiality | and the public; violates principles of |
| advocate for students taking a | students and the public; advocates for | (4f.IN) | confidentiality (4f.I) |
| leadership role with colleagues (4f.HE) | students when needed (4f.E) | | |

Social Worker Effectiveness Rubric **IPS Danielson**

| La Demonstrates knowledge of counseling theory and techniques La Demonstrates knowledge of counseling theory and techniques La Demonstrates knowledge of counseling theory | • | | | |
|---|---|---|--|--|
| Social Worker demonstrates assic understanding of counseling theory and techniques (1a.II) ge of child and adolescent development (ab.III) ge of child and adolescent development (ab.III) Social Worker displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns (1b.IF) Social Worker's goals for the counseling program appropriate to the setting and the students (1c.IF) Social Worker's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students (1c.IF) Social Worker displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources for students available through the school or district, and some familiarity with resources for students available through the school or district, and some familiarity with resources of students available through the school or district, and some familiarity with resources of students available through the school or district, and social Worker between the important aspects of counseling in the setting (1e.E) Social Worker between the regular school program or some familiarity with the regular school program or some familiarity with resources of scolar worker of spower or district, but no knowledge of resources available through the school or district, but no knowledge of resources available more principle and includes a number of worthwhile activities, but some of social workers, but some | : : | reparation | | |
| Social Worker demonstrates understanding of counseling theory and techniques (1a.E) Social Worker demonstrates basic understanding of counseling theory and techniques (1a.IN) ge of child and adolescent development Social Worker displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns (1b.E) Social Worker's goals for the counseling program are dear and appropriate to the situation in the school and to the age of the students (1c.E) Social Worker's goals for the school and to the age of the students (1c.E) Effective Social Worker's goals for the school and to the age of the students (1c.E) Effective Social Worker displays awareness of governmental regulations and of resources for students available through the school of district, and vo some familiarity with resources weternal to the school (1d.E) Social Worker has developed a plan that includes the important aspects of counseling in the setting (1e.E) Social Worker has developed a plan that includes the important aspects of counseling in the setting (1e.E) Social Worker displays awareness of governmental regulations and of resources available more external to the school of district, but no knowledge of resources available more with the regular school program with the regular school program worthwhile activities, but some of worthwhile activities, but some of worthwhile activities, but some of | | of counseling theory and tec | chniques | |
| Social Worker demonstrates understanding of counseling theory and techniques (1a.E.) ge of child and adolescent development Effective Social Worker displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns (1b.E) Social Worker's goals for the counseling program are dear and appropriate to the situation in the school and to the age of the students (1c.E) Social Worker displays partial knowledge of child and adolescent development (1b.IN) Social Worker's goals for the counseling program are dear and appropriate to the situation in the school and to the age of the students (1c.E) Social Worker displays awareness of governmental regulations and of resources for students available through the school of district, and v some familiarity with resources weternal to the school (1d.E) Social Worker has developed a plan that includes the important aspects of counseling in the setting (1e.E) Social Worker's plan has a guiding principle and includes a number of worthwhile activities, but some of worthwhile activities, but some of | Highly Effective | Effective | ovement N | Ineffective |
| ge of child and adolescent development Ffective Social Worker displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns (1b.E) Social Worker's goals for the age of the situation in the school and to the age of the students (1c.E) Ffective Social Worker's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students (1c.E) Ffective Social Worker's goals for the counseling program are clear and appropriate to the situation and the age of the students (1c.E) Ffective Social Worker's goals for the counseling program are rudimentary and are partially suitable to the school and to the age of the students (1c.E) Ffective Social Worker's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students (1c.IN) Feffective Social Worker's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students (1c.IN) Feffective Social Worker's goals for the situation and the age of the students (1c.IN) Feffective Social Worker's goals for the situation and the age of the students (1c.IN) Feffective Improvement Necessary (1c.IN) Social Worker displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly (1d.IN) Feffective Improvement Necessary (1c.IN) Social Worker's goals for the students (1c.IN) Feffective Social Worker's goals for the students (1c.IN) Feffective Improvement Necessary (1c.IN) Social Worker's goals for the students (1c.IN) Feffective Social Worker's goals for the students (1c.IN) Feffective Improvement Necessary (1c.IN) Social Worker has a quiding principle and includes a number of worthwhile activities, but some of worthwhile activities, but some of some of the students | Social Worker demonstrates deep and | Social Worker demonstrates | Social Worker demonstrates basic | Social Worker demonstrates little |
| ge of child and adolescent development Effective Social Worker displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns (1b.E) Social Worker's goals for the counseling program appropriate to the setting are clear and appropriate to the age of the students (1c.E) Social Worker's goals for the counseling program are clear and appropriate to the age of the students (1c.E) Social Worker's goals for the counseling program are partially suitable to the school and to the age of the students (1c.IN) Effective Social Worker displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources broadly (1d.IN) Social Worker has developed a plan that includes the important aspects of counseling in the setting (1e.E) and are partially suitable to the situation and the age of the students (1c.IN) Improvement Necessary Social Worker displays awareness of governmental regulations and of resources for students available through the school or district, but no some familiarity with resources broadly (1d.IN) Social Worker has developed a plan that includes the important aspects of principle and includes a number of counseling in the setting (1e.E) Social Worker's plan has a guiding principle and includes a number of worthwhile activities, but some of | thorough understanding of counseling | understanding of counseling theory | understanding of counseling theory | understanding of counseling theory |
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| se counseling program appropriate to the setting and the stude Effective Social Worker's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students (1c.E) Social Worker's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students (1c.IN) Effective Social Worker displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources broadly (1d.IN) Ogram, integrated with the regular school program Effective Social Worker has developed a plan that includes the important aspects of counseling in the setting (1e.E) Social Worker's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students (1c.IN) Improvement Necessary Social Worker displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly (1d.IN) Social Worker's plan has a guiding principle and includes a number of worthwhile activities, but some of | Social Worker displays knowledge of | general patterns (1b.E) | | |
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| Social Worker's goals for the school and to the age of the students (1c.E) Social Worker and appropriate to the situation in the school and to the age of the students (1c.E) Social Worker's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students (1c.IN) Social Worker displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school (1d.E) Social Worker has developed a plan that includes the important aspects of counseling in the setting (1e.E) Social Worker has developed a plan that includes the important aspects of counseling in the setting (1e.E) Social Worker's goals for the scounseling program are rudimentany end are partially suitable to the situation and the age of the students (1c.IN) Social Worker displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly (1d.IN) Social Worker has developed a plan that includes the important aspects of counseling in the setting (1e.E) Social Worker's plan has a guiding principle and includes a number of worthwhile activities, but some of | follow the general patterns (1b.HE) | | | |
| Social Worker's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students (1c.E) Social Worker's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students (1c.E) Social Worker displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school (1d.E) Social Worker has developed a plan that includes the important aspects of counseling in the setting (1e.E) Improvement Necessary Social Worker displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly (1d.IN) Social Worker's plan has a guiding principle and includes a number of worthwhile activities, but some of | Establishes goals for the | program | to the setting a | ents served |
| Social Worker's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students (1c.E) Effective Social Worker displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school (1d.E) Ogram, integrated with the regular school program Effective Social Worker has developed a plan that includes the important aspects of counseling in the setting (1e.E) Social Worker's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students (1c.IN) Improvement Necessary Social Worker fas developed a plan that includes the important aspects of counseling in the setting (1e.E) Social Worker's plan has a guiding principle and includes a number of worthwhile activities, but some of | Highly Effective | Effective | Improvement Necessary | Ineffective |
| counseling program are clear and appropriate to the situation in the school and to the age of the students (1c.E) Effective Social Worker displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school (1d.E) Ogram, integrated with the regular sof counseling in the setting (1e.E) Social Worker has developed a plan that includes the important aspects of counseling in the setting (1e.E) Counseling program are rudimentary and are partially suitable to the students (1c.IN) Improvement Necessary Social Worker displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly (1d.IN) Social Worker has developed a plan that includes the important aspects of counseling in the setting (1e.E) Worthwhile activities, but some of | Social Worker's goals for the | Social Worker's goals for the | Social Worker's goals for the | Social Worker has no clear goals for |
| appropriate to the situation in the school and to the age of the students (1c.IN) Comparison of the students (1c.IN) | counseling program are highly | counseling program are clear and | counseling program are rudimentary | the counseling program, or they are |
| ge of state and federal regulations and of resources both with Social Worker displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school (1d.E) Social Worker has developed a plan that includes the important aspects of counseling in the setting (1e.E) Social Worker age of the students (1c.IN) Improvement Necessary | appropriate to the situation in the | appropriate to the situation in the | and are partially suitable to the | inappropriate to either the situation or |
| ge of state and federal regulations and of resources both with Effective | school and to the age of the students | school and to the age of the students | situation and the age of the students | the age of the students (1c.I) |
| Effective Social Worker displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school (1d.E) ogram, integrated with the regular school program that includes the important aspects of counseling in the setting (1e.E) Improvement Necessary Social Worker's plan has a guiding principle and includes a number of worthwhile activities, but some of | and have been developed following | (1c.E) | (1c.IN) | |
| Effective Social Worker displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school (1d.E) ogram, integrated with the regular school program that includes the important aspects of counseling in the setting (1e.E) Improvement Necessary Social Worker displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly (1d.IN) Improvement Necessary Social Worker's plan has a guiding principle and includes a number of worthwhile activities, but some of | consultations with students, parents | | | |
| Effective Social Worker displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school (1d.E) Ogram, integrated with the regular school program external to the school (1d.E) Social Worker displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly (1d.IN) Ogram, integrated with the regular school program Effective Social Worker's plan has a guiding principle and includes a number of worthwhile activities, but some of | and colleagues (1c.HE) | | | |
| Social Worker displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school (1d.E) ogram, integrated with the regular school program effective Social Worker has developed a plan that includes the important aspects of counseling in the setting (1e.E) Improvement Necessary Social Worker's plan has a guiding principle and includes a number of worthwhile activities, but some of | 1d. Demonstrates knowledge | of state and federal regulation | ons and of resources both wit | hin and beyond the school |
| Social Worker displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school (1d.E) Ogram, integrated with the regular school program external worker has developed a plan that includes the important aspects of counseling in the setting (1e.E) Improvement Necessary Social Worker displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly (1d.IN) Improvement Necessary Social Worker's plan has a guiding principle and includes a number of worthwhile activities, but some of | and district | | | |
| Social Worker displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school (1d.E) ogram, integrated with the regular school program effective Social Worker has developed a plan that includes the important aspects of counseling in the setting (1e.E) Social Worker displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly (1d.IN) Social Worker displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly (1d.IN) Social Worker has developed a plan that includes the important aspects of worthwhile activities, but some of | Highly Effective | Effective | Improvement Necessary | Ineffective |
| governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school (1d.E) ogram, integrated with the regular school program Effective Social Worker has developed a plan that includes the important aspects of counseling in the setting (1e.E) governmental regulations and of resources available more knowledge of resources available more broadly (1d.IN) Improvement Necessary Social Worker's plan has a guiding principle and includes a number of worthwhile activities, but some of | Social Worker's knowledge of | | Social Worker displays awareness of | Social Worker demonstrates little or no |
| resources for students available through the school or district, and some familiarity with resources external to the school (1d.E) ogram, integrated with the regular school program Effective Social Worker has developed a plan that includes the important aspects of counseling in the setting (1e.E) resources for students available through the school or district, but no knowledge of resources available more broadly (1d.IN) Improvement Necessary Social Worker's plan has a guiding principle and includes a number of worthwhile activities, but some of | governmental regulations and of | governmental regulations and of | governmental regulations and of | knowledge of governmental |
| through the school or district, and some familiarity with resources external to the school (1d.E) ogram, integrated with the regular school program Effective Social Worker has developed a plan that includes the important aspects of counseling in the setting (1e.E) through the school or district, but no knowledge of resources available more broadly (1d.IN) Improvement Necessary Social Worker's plan has a guiding principle and includes a number of worthwhile activities, but some of | resources for students is extensive, | resources for students available | resources for students available | regulations and of resources for |
| ogram, integrated with the regular school program Effective Social Worker has developed a plan that includes the important aspects of counseling in the setting (1e.E) knowledge of resources available more broadly (1d.IN) broadly (1d.IN) Improvement Necessary | including those available through the | through the school or district, and | through the school or district, but no | students available through the school |
| ogram, integrated with the regular school program Effective Social Worker has developed a plan that includes the important aspects of counseling in the setting (1e.E) broadly (1d.IN) Improvement Necessary Social Worker's plan has a guiding principle and includes a number of worthwhile activities, but some of | school or district and in the community | some familiarity with resources | knowledge of resources available more | or district (1d.I) |
| ogram, integrated with the regular school program Effective Improvement Necessary Social Worker has developed a plan that includes the important aspects of counseling in the setting (1e.E) worthwhile activities, but some of | (1d.HE) | external to the school (1d.E) | broadly (1d.IN) | |
| Effective Improvement Necessary Social Worker has developed a plan that includes the important aspects of counseling in the setting (1e.E) worthwhile activities, but some of | 1e. Plans the counseling prog | the | ular school program | |
| Social Worker has developed a plan that includes the important aspects of counseling in the setting (1e.E) social Worker's plan has a guiding principle and includes a number of worthwhile activities, but some of | Highly Effective | Effective | Improvement Necessary | Ineffective |
| that includes the important aspects of counseling in the setting (1e.E) worthwhile activities, but some of | Social Worker's plan is highly coherent | Social Worker has developed a plan | Social Worker's plan has a guiding | Social Worker program consists of a |
| counseling in the setting (1e.E) worthwhile activities, b | and serves to support not only the | | | random collection of unrelated |
| | students individually and/or in groups, | counseling in the setting (1e.E) | worthwhile activities, but some of | |

| but also the broader educational | | them don't fit with the broader goals | activities, lacking coherence or an |
|--|---|--|---|
| program (1e.HE) | | (1e.IN) | overall structure (1e.I) |
| 1f. Develops a plan to evaluate | ate the counseling program | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Social Worker's evaluation plan is | Social Worker's plan to evaluate the | | Social Worker has no plan to evaluate |
| highly sophisticated with imaginative | program is organized around clear | program is organized around clear | the program or resists suggestions that |
| sources of evidence and a clear path | goals and the collection of evidence to | | such an evaluation is important (1f.I) |
| toward improving the program on an | indicate the degree to which the goals | indicate the degree to which the goals | |
| ongoing basis (1t.HE) | have been met (1f.E) | have been met (1f.IN) | |
| Domain 2: The Environment | ent | | |
| 2a. Creates an environment of respect | of respect and rapport | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Students seek out the Social Worker, | Social Worker's interactions with | Social Worker's interactions are a mix | Social Worker's interactions with |
| reflecting a high degree of comfort and | students are positive and respectful, | of positive and negative; the Social | students are negative or inappropriate, |
| ti use ili tile relationiship. Social vvoi kei | and the social worker actively | vvolker s ellorts at elloquaging | allu tile social wolker does liot |
| positive interactions (2a.HE) | interactions (2a.E) | are partially successful (2a.IN) | students (2a.l) |
| 2b. Establishes a culture for p | productive communication | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| The culture in the school for | Social Worker promotes a culture | Social Worker's attempts to promote a | Social Worker makes no attempt to |
| productive and respectful | throughout the school for productive | culture throughout the school for | establish a culture for productive |
| communication between and among | and respectful communication | productive and respectful | communication in the school as a |
| students and teachers, while guided by | between and among students and | communication between and among | whole, either among students or |
| the Social Worker, is maintained by | teachers (2b.E) | students and teachers are partially | among teachers, or between students and teachers (2h I) |
| 2c. Manages routines and procedures | ocedures | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Social Worker's routines for the | Social Worker's routines for the | Social Worker has rudimentary and | Social Worker's routines for the |
| counseling center, groups and/or | counseling center, groups, and/or | partially successful routines for the | counseling center, groups, and/or |
| classroom are seamless, and students | classroom work effectively (2c.E) | counseling center, groups, and/or | classroom work are nonexistent or in |
| assist in maintaining them (2c.HE) | | classroom (2c.IN) | disarray (2c.I) |
| 2d. Establishes standards of | conduct and contributes to the | culture for stuc | lent behavior throughout the school |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Social Worker has established clear | Social Worker has established clear | Social Worker's efforts to establish | Social Worker has established no |
| standards of conduct for counseling | standards of conduct for counseling | standards of conduct for counseling | standards of conduct for students |
| sessions, and students contribute to | sessions and makes a significant | sessions are partially successful. | during counseling sessions and makes |
| maintaining them. Social Worker takes | contribution to the environment of | Counselor attempts, with limited | no contribution to maintaining an |
| a .caacioiii6 . oic iii ciic Joilooi (Eaii.E) | Signify Siz 301001 (E015) | | |

| | | success, to contribute to the level of civility in the school as a whole (2d.IN) | environment of civility in the school (2d.1) |
|--|--|---|--|
| 2e. Organizes physical space | | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Counseling center or physical | Counseling center or physical | Social Worker's attempts to create an | The physical environment is in disarray |
| environment are inviting and | environment are inviting and | inviting and well-organized physical | or is inappropriate to the planned |
| conducive to the planned activities. | conducive to the planned activities | environment are partially successful | activities (2e.I) |
| Students have contributed ideas to the | (2e.E) | (2e.IN) | |
| physical arrangement (2e.HE) | | | |
| Domain 3: Delivery of Ser | Services | | |
| 3a. Assesses student needs | | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Social Worker conducts detailed and | Social Worker assesses student needs | Social Worker's assessments of student | Social Worker does not assess student |
| individualized assessments of student | and knows the range of student needs | needs are perfunctory (3a.IN) | needs, or the assessments result in |
| needs to contribute to program planning (3a.HE) | in the school (3a.E) | | inaccurate conclusions (3a.l) |
| 3b. Assists students and teac | thers in the formulation of aca | 3b. Assists students and teachers in the formulation of academic, personal/social, and career plans, based on | areer plans, based on |
| knowledge of student needs | | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Social Worker helps individual students | Social Worker helps students and | Social Worker's attempts to help | Social Worker's program is |
| מוומ וכמכווכוס וסיווימימני מכממכיוויכי, | | | ייימני (סביי) |
| personal/social, and career plans (3b.HE) | groups of students (3b.E) | plans are partially successful (3b.IN) | |
| 3c. Uses counseling techniques in individual and | es in individual and classroon | classroom programs | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Social Worker uses an extensive range | Social Worker uses a range of | Social Worker displays a narrow range | Social Worker has few counseling |
| of counseling techniques to help | counseling techniques to help students | of counseling techniques to help | techniques to help students acquire |
| students acquire skills in decision- | acquire skills in decision-making and | students acquire skills in decision- | skills in decision making and problem |
| making and problem solving for both | problem solving for both interactions | making and problem solving for both | solving for both interactions with other |
| interactions with other students and future planning (3c.HE) | with other students and future planning (3c.E) | interactions with other students and future planning (3c.IN) | students and future planning (3c.l) |
| 3d. Brokers resources to meet needs | et needs | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Social Worker brokers with other | Social Worker brokers with other | Social Worker's efforts to broker | Social Worker does not make |
| programs and agencies both within | programs within the school or district | services with other programs in the | connections with other programs in |
| meet individual student needs (3d HE) | to meet student needs (3d.E) | school are partially successful (3d.IN) | order to meet student needs (3d.I) |
| meet individual student needs (3d.HE) | | | |

| 3e. Demonstrates flexibility and responsiveness | and responsiveness | | |
|---|--|--|---|
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Social Worker is continually seeking | Social Worker makes revisions in the | Social Worker makes modest changes | Social Worker adheres to the plan or |
| ways to improve the counseling | counseling program when they are | in the counseling program when | program, in spite of evidence of its |
| program and makes changes as | needed (3e.E) | contronted with evidence of the need | inadequacy (3e.i) |
| or teacher input (3e.HE) | | TO a change (Seiny) | |
| Domain 4: Professional Responsibilities | esponsibilities | | |
| 4a. Reflects on practice | | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Social Worker's reflection is highly | Social Worker's reflection provides an | Social Worker's reflection on practice | Social Worker does not reflect on |
| accurate and perceptive, citing specific | accurate and objective description of | is moderately accurate and objective | practice, or the reflections are |
| examples that were not fully successful | practice, citing specific positive and | without citing specific examples and | inaccurate or self- serving (4a.l) |
| Worker draws on an extensive | makes some specific suggestions as to | it might be improved (4a.IN) | |
| repertoire to suggest alternative | how the counseling program might be | | |
| strategies (4a.HE) | improved (4a.E) | | |
| 4b. Maintains accurate records | ds | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Social Worker's approach to record | Social Worker's reports, records and | Social Worker's reports, records and | Social Worker's reports, records and |
| keeping is highly systematic and | documentation are accurate and | documentation are generally accurate | documentation are missing, late, or |
| efficient and serves as a model for colleagues in other schools (4b.HE) | submitted in a timely manner (4b.Ł) | but are occasionally late (4b.IN) | inaccurate, resulting in contusion (4b.l) |
| 4c. Communicates with families | lies | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Social Worker is proactive in providing | Social Worker provides thorough and | Social Worker provides limited though | Social Worker provides no information |
| information to families about the | accurate information to families about | accurate information to families about | to families, either about the counseling |
| counseling program and about | the counseling program as a whole and | the counseling program as a whole and | program as a whole or about individual |
| individual students through a variety of means (4c.HE) | about individual students (4c.E) | about individual students (4c.IN) | students (4c.l) |
| 4d. Participates in a professional community | onal community | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Social Worker makes a substantial | Social Worker participates actively in | Social Worker's participation in | Social Worker's relationships with |
| events and projects and assumes | and maintains positive and productive | professional development activities is | colleagues are negative or self-serving, and counselor avoids being involved in |
| leadership with colleagues (4d.HE) | relationships with colleagues (4d.E) | are required (4d.IN) | school and district events and projects |
| | | | (40.1) |

| 4e. Engages in professional development | development | | |
|--|---------------------------------------|--|---|
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Social Worker actively pursues | Social Worker seeks out opportunities | Social Worker's participation in | Social Worker does not participate in |
| professional development | for professional development based on | professional development activities is | professional development activities |
| opportunities and makes a substantial | individual assessment of need (4e.E) | limited to those that are convenient or | even when such activities are clearly |
| contribution to the profession through | | required (4e.IN) | needed for the development of |
| such activities as offering workshops to | | | counseling skills (4e.I) |
| colleagues (4e.HE) | | | |
| 4f. Shows professionalism | | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Social Worker can be counted on to | Social Worker displays high standards | Social Worker is honest in interactions | Social Worker displays dishonesty in |
| hold the highest standards of honesty, | of honesty, integrity, and | with colleagues, students and the | interactions with colleagues, students, |
| integrity, and confidentiality and to | confidentiality in interactions with | public; does not violate confidentiality | and the public; violates principles of |
| advocate for students taking a | colleagues, students and the public; | (4f.IN) | confidentiality (4f. |
| leadership role with colleagues (4f.HE) | advocates for students when needed | | |
| | (4f.E) | | |

IPS Danielson (modified) Therapeutic Specialist Rubric

| 815 11 11 11 11 11 11 11 11 11 11 11 11 1 | (1e.IN) | which the goals have been met. (1e.E) | toward improving the program on an ongoing basis. (1e.HE) |
|---|---|--|--|
| within the therapy program. (1e.l) | students within the therapy program. | of evidence to indicate the degree to | sophisticated, with a wide variety of sources of evidence and a clear path |
| Specialist has a limited plan to evaluate | Specialist has a minimal plan to | Specialist's evaluation plan is organized | Specialist's evaluation plan is highly |
| Ineffective | Improvement Necessary | Effective | Highly Effective |
| rogram | s of students in the therapy program | 1e. Developing a plan to evaluate the individuals or groups of students in the | 1e. Developing a plan to eva |
| overall structure. (1d.I) | with the broader goals. (1d.IN) | | broader educational program. (1d.HE). |
| activities, lacking coherence or an | activities, but some of them don't fit | that fit with the broader goals. (1d.E) | students individually, within the |
| specialist's program consists of a random collection of unrelated | and includes a number of related | includes a number of related activities | specialist's plan is nignly conerent and integrated and serves to support |
| Ineffective | Improvement Necessary | Effective | Highly Effective |
| | | | students with special needs |
| m, to meet the needs of individual | ular school program, to meet | 1d. Planning the therapy program, integrated with the regular school progra | 1d. Planning the therapy pro |
| | | the larger community. (1c.E) | |
| (1c.l) | (1c.IN) | and some familiarity with resources in | and in the larger community. (1c.HE) |
| available through the school or district. | available through the school or district. | available through the school or district | available through the school or district |
| knowledge of resources for students | knowledge of resources for students | knowledge of resources for students | knowledge of resources for students |
| Specialist demonstrates little or no | Specialist demonstrates limited | Specialist demonstrates thorough | Specialist demonstrates extensive |
| Ineffective | Improvement Necessary | Effective | Highly Effective |
| trict | and beyond the school and district | ge of resources, both within ar | 1c. Demonstrating knowledge of resources, both within |
| | | | guidelines. (1b.HE) |
| and guidelines. (1b.I) | and guidelines. (1b.IN) | and guidelines. (1b.E) | reviewing and revising district |
| knowledge of special education laws | knowledge of special education laws | knowledge of special education laws | and takes a leadership role in |
| Specialist demonstrates little or no | Specialist demonstrates limited | Specialist demonstrates thorough | Specialist meets "proficient criterion" |
| Ineffective | Improvement Necessary | Effective | Highly Effective |
| | nes and federal laws | Demonstrating knowledge of district and state guidelines and federal laws | 1b. Demonstrating knowleds |
| area. (1a.l) | area. (1a.IN) | area. (1a.E) | area. (1a.HE) |
| knowledge and skill in the therapy | knowledge and skill in the therapy | knowledge and skill in the therapy | knowledge and skill in the therapy |
| Specialist demonstrates little or no | Specialist demonstrates limited | Specialist demonstrates thorough | Specialist demonstrates extensive |
| Ineffective | Improvement Necessary | Effective | Highly Effective |
| | erapy area | Demonstrating knowledge and skill in the specialist therapy area | 1a. Demonstrating knowleds |
| | Field | Domain 1: Knowledge and Scholarship in a Special Field | Domain 1: Knowledge ar |

| Domain 2: Specialized Skills | ills | | |
|--|--|---|--|
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| 2a. Evaluating student needs | S | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Specialist evaluates student needs | Specialist thoroughly evaluates student | Specialist adequately evaluates | Specialist makes incomplete or |
| proactively and with a high level of | needs in a timely manner. (2a.E) | student needs. (2a.IN) | untimely, but not out of compliance, |
| expertise. (2a.HE) | | | evaluation of student needs. (2a.I) |
| 2b. Collecting information and writing evaluations | nd writing evaluations | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Specialist is proactive in collecting | Specialist collects all the relevant and | Specialist collects most of the relevant | Specialist neglects to collect relevant |
| relevant information, interviewing | critical information on which to base | information on which to base | information on which to base |
| teachers and parents if necessary. | recommendations. Evaluation reports | recommendations. Evaluation reports | recommendations. Evaluation reports |
| Evaluation reports are accurate and | are accurate, clear and tailored to the | are accurate but lacking in clarity or | are inaccurate and unclear or not |
| clearly written and are tailored for the | audience. (2b.E) | are somewhat tailored to the | tailored to the audience. (2b.I) |
| audience and interpreted with a high | | audience. (2b.IN) | |
| | | | |
| 10: 00 40:00 III 0 10 Profile | 2. C 2. C. | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Specialist's goals and objectives meet | Specialist's IEPs goals and objectives | Specialist's IEP goals and objectives for | Specialist fails to develop goals and |
| the "proficient criterion" and are clear | for students are specific, objective, | students are partially aligned with the | objectives suitable for students, or IEP |
| and understandable to all members of | quantifiable, and are aligned with the | evaluation recommendations or | goals and objectives are not aligned |
| the IEP team. (2c.HE) | evaluation recommendations or | current "Present Levels of | with the findings of the evaluation |
| | current "Present Levels of | Performance." (2c.IN) | recommendations or "Present Levels |
| | Performance." (2c.E) | | of Performance." (2c.l) |
| 2d. Implementing and using | 2d. Implementing and using an effective data-management system | າt system | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Specialist implements an effective | Specialist implements an effective | Specialist implements a data- | Specialist's data-management system |
| data-management system for | data-management system to collect | management system for monitoring | is rudimentary or in disarray; it cannot |
| monitoring and analyzing student | relevant data for monitoring student | student progress and occasionally uses | be used effectively to monitor student |
| progress, and consistently uses it to | progress and consistently uses it to | it to adjust treatment when needed. | progress or to adjust therapy when |
| adjust therapy when needed. | adjust therapy when needed. (2d.E) | (2d.IN) | needed. (2d.I) |
| Specialist uses the system to | | | |
| communicate with teachers and | | | |
| parents. (2d.HE) | | | |

| Domain 3: Management | Domain 3: Management of Special and Technical Environment | nvironment | |
|---|--|---|---|
| 3a. Establishing a focus for th | 3a. Establishing a focus for the building level therapy program, appropriate | ram, appropriate to the | |
| setting and the students served | /ed | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Specialist's focus for the building level | Specialist's focus for the building level | Specialist's focus for the building level | Specialist has no clear focus for the |
| therapy program is highly appropriate | therapy program is clear and | therapy program is minimal and is | building level therapy program, or they |
| to the situation and to the | appropriate to the situation and to the | partially suitable to the situation and | are inappropriate to either the |
| developmental age of the students and | developmental age of the students. | to the developmental age of the | situation or the developmental age of |
| has been developed following | (3a.E) | students. (3a.IN) | the students. (3a.I) |
| consultations with administrators and | | | |
| teachers. (3a.HE) | | | |
| 3b. Organizing time effectively | γli | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Specialist demonstrates excellent time- | Specialist sets priorities, resulting in | Specialist's time-management skills are | Specialist fails to set priorities, |
| management skills, accomplishing all | clear schedules and important work | moderately well developed; essential | resulting in confusion, missed |
| tasks in a seamless manner. Teachers | being accomplished in an efficient | activities are carried out, but not | deadlines, and conflicting schedules. |
| and students have been informed of | manner. Teachers and students have | always in the most efficient manner. | (3b.I) |
| their schedules. (3b.HE) | been informed of their schedules. | (3b.IN) | |
| 3c. Establishing standards of | conduct in the therapy environment | onment | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Standards of conduct have been | Standards of conduct have been | Standards of conduct appear to have | No standards of conduct have been |
| established for the testing and therapy | established for the testing and therapy | been established for the testing and | established, and specialist disregards |
| environment. Specialist's monitoring of | environment. Specialist monitors | therapy environment. Specialist's | or fails to address negative student |
| students is preventive, and students | student behavior against those | attempts to monitor and correct | behavior during evaluation or |
| engage in developmentally appropriate | standards; response to students is | negative student behavior during | treatment. (3c.I) |
| self- monitoring of behavior. (3c.HE) | appropriate and respectful. Correction | evaluation and treatment are partially | |
| | of negative student behavior during | successful. (3c.IN) | |
| | evaluation and therapy is successful a | | |
| | majority of the time. (3c.E) | | |
| 3d. Organizing physical space | e for testing of students and providing therapy | providing therapy | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| The testing and therapy environment | The testing and therapy environment is | The testing and therapy environment is | The testing and therapy environment is |
| is highly organized and is inviting to | well organized and includes purposeful | moderately well organized and | disorganized and poorly suited to |
| students. Purposeful supports are fully | supports that elicit positive behaviors | moderately well suited to working with | working with students. Materials are |
| integrated and smoothly elicit positive | and interactions; materials are | students. Materials are difficult to find | usually available. (3d.I) |
| behaviors and interactions. Materials | available when needed. (3d.E) | when needed. (3d.IN) | |
| are convenient when needed. (3b.HE) | | | |

| Domain 4: Support Person | n as a Professional | | |
|---|---|---|--|
| 4a. Reflecting on practice | | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Specialist's reflection is highly accurate | Specialist's reflection provides an | Specialist's reflection on practice is | Specialist does not reflect on practice, |
| and perceptive, citing specific | accurate and objective description of | moderately accurate and objective | or the reflections are inaccurate or |
| examples that were not fully successful | practice, citing specific positive and | without citing specific examples, and | self-serving. (4a.I) |
| for at least some students. Specialist | negative characteristics. Specialist | with only global suggestions as to how | |
| draws on an extensive repertoire to | makes some specific suggestions as to | it might be improved. (4a.IN) | |
| suggest alternative strategies, has a | how the therapy program might be | | |
| plan to implement, and finds creative | improved. (4a.E) | | |
| ways to meet student needs. (4a.HE) | | | |
| 4b. Participating in a professional community | ional community | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Specialist meets "proficient criterion" | Specialist maintains a positive and | Specialist's relationships with | Specialist's relationships with |
| and assumes a leadership role with | productive relationship with | colleagues are cordial, and specialist | colleagues are negative or self-serving, |
| 000000000000000000000000000000000000000 | the following, in order of priority: | of priority: | school and district events and projects. |
| | 1. school events; | 1. school events; | (4b.I) |
| | projects and committees; or | projects and committees; or | |
| | district events | 3. district events | |
| | (4b.E) | when specifically asked to do so. | |
| | | (45.IN) | |
| 4c. Engaging in professional development | development | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Specialist actively pursues professional | Specialist seeks out opportunities for | Specialist's participation in | Specialist does not participate in |
| development opportunities and makes | professional development based on an individual assessment of need (Ac F) | professional development activities is | professional development activities, |
| profession through such activities as | | are required. (4c.IN) | needed for the development of skills. |
| offering workshops to colleagues. | | | (4c.l) |
| 4d. Showing professionalism | 4d. Showing professionalism, including integrity, advocacy, and maintaining | , and maintaining confidentiality | ality |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Specialist can be counted on to hold | Specialist displays high standards of | Specialist is honest in interactions with | Specialist displays dishonesty in |
| exemplary standards of honesty, | honesty, integrity, and confidentiality | colleagues, students, and the public, | interactions with colleagues, students, |
| integrity, and confidentiality and to | in interactions with colleagues, | plays a moderate advocacy role for | and the public and violates principles |
| advocate for students, taking a | students, and the public and advocates | students, and does not violate | of confidentiality. (4d.l) |
| leadership role with colleagues in | for students when needed. (4d.E) | principles of confidentiality. (4d.IN) | |

| demonstrating ethical practices. (4d.HE) | | | |
|--|---|--|---|
| Domain 5: Involvement in | Domain 5: Involvement in Assisting Pupils, Parents and Educationa | and Educational Personnel | el |
| 5a. Establishing rapport with students | students | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Specialist's interactions with students | Specialist's interactions with students | Specialist's interactions are a mix of | Specialist's interactions with students |
| are positive and respectful, reflecting a | are positive and respectful; students | positive and negative; the specialist's | are negative or inappropriate; students |
| high degree of comfort and trust in the | appear comfortable during testing and | efforts at developing rapport are | appear uncomfortable during testing |
| relationship during testing and | therapy. (5a.E) | partially successful during testing and | and therapy. (5a.l) |
| therapy. (5a.HE) | | therapy. (5a.IN) | |
| 5b. Implementation of therapy | ру | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Specialist successfully makes a major | Specialist makes a minor adjustment to | Specialist attempts to adjust a lesson | Specialist adheres rigidly to the lesson |
| adjustment to a lesson plan or therapy | a lesson plan or therapy activities and | plan or therapy activities when | plan or therapy activities, even when a |
| activities when needed. (5b.HE) | the adjustment occurs smoothly. (5b.E) | needed, with only partially successful results. (5b.IN) | change is clearly needed. (5b.I) |
| 5c. Communicating with families | ilies | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Specialist communicates with families | Specialist communicates with families | Specialist's communication with | Specialist fails to communicate with |
| in a manner highly sensitive to cultural | doing so in a manner sensitive to | families is partially successful; but | families or communicates in an |
| and linguistic traditions. Specialist | cultural and linguistic traditions. (5c.E) | there are occasional insensitivities to | insensitive manner. (5c.l) |
| reaches out to families of students to | | cultural and linguistic traditions. (5c.IN) | |
| enhance trust. (5c.HE) | | | |
| 5d. Collaborating with teachers and administrators | ers and administrators | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| Specialist proactively seeks out teachers and administrators to confer | Specialist initiates contact with teachers and administrators to confer | Specialist is available to staff for questions and planning and provides | Specialist is not available to staff for questions and planning and declines to |
| regarding cases, soliciting their | regarding individual cases. (5d.E) | | provide background material when |
| perspectives on individual students. | | (5d.IN) | requested. (5d.I) |
| (30:11) | | | |

Leadership Effectiveness Rubric IPS Multi-Classroom Leader (MCL)

| MCL observes teachers and team members in their classrooms. However, | MCL irregularly reviews the instructional practices of team | The MCL regularly reviews and tiers each team member's instructional | The MCL regularly reviews instructional practices through observations, data |
|---|---|---|--|
| Ineffective | Improvement Necessary | Effective | Highly Effective |
| | | practices | 2a. Reviewing instructional practices |
| | Development | | Domain 2: Builds Teacher Capacity Through Skill |
| Ineffective The MCL is unsuccessful at building necessary school relationships. (1b.I) | Improvement Necessary The MCL maintains open communication and builds relationships with some, but not all, of the following: team teachers, other MCLs, school and district leadership. (1b.IN) | The MCL maintains open communication and effectively manages relationships with team members, other MCLs, and school and district leadership. The MCL works collaboratively with all stakeholders. (1b.E) | Highly Effective The MCL builds strong relationships with multiple stakeholders. The MCL maintains open communication with team members and creates a receptive atmosphere for feedback and coaching. The MCL works collaboratively with other MCLs, coaches, and facilitators, ensuring consistent communication and sharing of best practices and resources. The MCL also regularly communicates with district and school leaders to receive feedback and inform them about resource needs. (1b.HE) |
| Ineffective The MCL does not work to create a positive, supportive team culture. The MCL does not display professionalism or respect for team members. The MCL puts little effort into leading and developing team members. (1a.I) | The MCL works to create a positive, supportive team culture but is largely unsuccessful. The MCL attempts to empower the staff and build a collaborative, trustful environment but lacks the leadership skills to establish such a culture. For example, the MCL does not adjust leadership style given team viewpoints or backgrounds. (1a.IN) | Effective L builds a positive ductive team cult s and maintains c leadership style b r viewpoints and professional, manication, and facil ation. (1a.E) | ng a positighly Effective ds a sense of eint, and support irs that results is good judgemes good judgemes whether to maily and confidentiates different viates different viates and tailors and remains propen line on and facilitation and facilitation on and facilitation (1a. HE) |
| | Working Relationships | Effective | Domain 1: Builds and Cultivates |

| | | | Hext steps. (20.115) |
|--|--|--|---|
| | | | there is clarity and accountability for |
| | | | to other viewpoints and ensures that |
| | | | conversation. The MCL is empathetic |
| | | | and leaves emotions out of the |
| | | provides next steps. (2c.E) | possible solutions to the issue at hand, |
| | next steps. (2c.IN) | solutions to the issues at hand and | for the conversation, considers |
| participant(s). (2c.I) | provide clarity and accountability for | challenges. The MCL helps brainstorm | feedback. The MCL sets a clear purpose |
| doesn't effectively listen to the | purpose for the conversation or | miscommunications or workplace | address miscommunications or provide |
| emotions to enter the conversation and | However, the MCL does not set a clear | team teachers to address | school leaders and team teachers to |
| difficult conversations. The MCL allows | navigating difficult conversations. | conversations with school leaders and | navigates difficult conversations with |
| The MCL is unsuccessful at navigating | The MCL is sometimes successful at | The MCL successfully navigates difficult | The MCL respectfully and effectively |
| Ineffective | Improvement Necessary | Effective | Highly Effective |
| | | ersations | 2c. Navigating difficult conversations |
| | | (2b.E) | their own development. (2b.HE) |
| | | and clear goals for improvement. | identify their areas of growth and lead |
| | | result in clear and actionable feedback | practice and begin to accurately |
| | | post-review reflections. The sessions | leads team teachers to reflect on their |
| | | usually include the team member's | instructional effectiveness. The MCL |
| | clear or actionable. (2b.IN) | effective coaching conversations that | steps focused on key levers for |
| | the feedback received is not always | to that scheduling. The MCL conducts | that lead to clear and actionable next |
| unfocused and unproductive. (2b.I) | prior to coaching conversations and | after the review and generally adheres | feedback meetings with team teachers |
| actionable. Coaching conversations are | Teachers rarely complete a reflection | are documented to be conducted soon | The MCL conducts timely, one-on-one |
| conversations is often neither clear nor | clear plans, action steps, or timelines. | planned coaching conversations that | members to adopt a growth mindset. |
| and the feedback provided in coaching | coaching conversations often lack | verbal feedback, schedules pre- | oriented feedback and motivates team |
| The MCL provides infrequent feedback | The MCL provides feedback, but the | The MCL provides both written and | The MCL consistently provides growth- |
| Ineffective | Improvement Necessary | Effective | Highly Effective |
| | | ick | 2b. Delivering quality feedback |
| | | | tools/methods. (2a.HE) |
| | | | most appropriate review |
| | | | The MCL almost always selects the |
| | | | collaboration with the team member. |
| | | | and potential challenges in |
| | (2a.IN) | tools/methods. (2a.E) | sessions, defining success indicators |
| | appropriate review tools/methods. | selects the most appropriate review | The MCL conducts pre-review planning |
| conversations. (2a.l) | and may not always select the | indicators, potential challenges, and | based on the teacher's effectiveness. |
| clear schedule for feedback | conduct pre-review planning sessions | areas. The MCL usually defines success | practices, adjusting intensity of support |
| areas go unidentified, and there is no | focus areas. The MCL does not always | planning sessions, and defines focus | team member's need and instructional |
| the observations are infrequent, focus | members and inconsistently identifies | practices, conducts pre-review | review and other artifacts to tier each |

| 2d. Leveraging multiple coaching techniques | hing techniques | | |
|---|--|---------------------------------------|---|
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| The MCL uses a variety of coaching | The MCL regularly uses multiple | The MCL does not select the right | The MCL frequently uses the same |
| techniques and strategies daily to meet | coaching techniques to improve | coaching tools to meet individual | coaching technique. The MCL does not |
| the varying needs of individual team | practice, including lesson planning and | team members' needs. The MCL rarely | open up their own classroom for |
| members, including lesson planning | feedback, modeling, co-teaching, data | opens up their own classroom for | observation. The MCL does not provide |
| and feedback, modeling, co-teaching, | analysis, real time coaching, | observation. The MCL provides | instructional resources for the team. |
| real time coaching, practice/role play, | practice/role play, video observations | resources only when asked. (2d.IN) | (2d.I) |
| data analysis virtual coaching, video | and virtual coaching and using the | | |
| observations, and using the MCL's own | MCL's own classroom as a model | | |
| classroom as a model classroom. The | classroom. The MCL provides available | | |
| MCL identifies, seeks out and | resources to the team as needed. | | |
| advocates for additional resources for | (2d.E) | | |
| the team. (2d.HE) | | | |
| 2e. Facilitating team meetings | SS | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| The MCL consistently utilizes a clear | The MCL sets a clear agenda for team | The MCL often has an agenda for team | The MCL rarely has an agenda for |
| agenda with objectives for team | meetings and adheres to the timing | meetings, but does not closely adhere | meetings. Meetings are inefficient and |
| meetings and closely adheres to the | and content of that agenda. Goals and | to that agenda. Team meetings are at | off-topic. There are no action steps |
| timing and content of the agenda. The | outcomes are clear for each meeting. | times off-topic and the MCL rarely | after team meetings. (2e.I) |
| MCL clearly defines the goal/outcome | Meetings are mostly efficient and on- | defines action steps after team | |
| before each team meeting. The MCL | topic. The MCL establishes action steps | meetings. (2e.IN) | |
| builds team capacity to gradually | after team meetings. (2e.E) | | |
| release leadership elements of team | | | |
| meetings. Team meetings are held | | | |
| weekly. (2e.HE) | | | |
| Domain 3: Provides High- | Provides High-Quality Support to Team | Teachers | |
| 3a. Holding high expectation | Holding high expectations for team teacher development | ent | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| The MCL not only communicates high | The MCL communicates high | The MCL communicates high | The MCL does not communicate high |
| expectations, but s(he) helps team | expectations for all team members. | expectations for all team members. | expectations nor does s(he) set |
| members hold high expectations for | The MCL sets ambitious goals for the | However, the MCL does not revisit | ambitious goals for students, teachers, |
| themselves and their peers. The MCL | team, provides opportunities to reflect | those expectations, set ambitious | and team members. (3a.I) |
| and team members regularly | on status of goals, and tracks progress | goals, or track progress toward those | |
| communicate and reflect on their | toward those goals. (3a.E) | goals. (3a.IN) | |
| expectations. The MCL supports team | | | |
| members in setting their own | | | |
| ambitious goals and tracking progress | | | |
| toward those goals. (3a.HE) | | | |

| Highly Effective The MCL builds confidence and skills by The MCL soft opportunities for poording team members with regular team members to learn from their own opportunities and site spaces to learn member opportunities and site spaces to learn from their own opportunities and site spaces to learn from their own opportunities and site spaces to learn from their own opportunities and site spaces to learn from their own opportunities and site spaces to learn from their own opportunities or team members to result of their team members and addifferentiates supports that all can experience success by tacking and differentiates supports to the all can experience success by tacking and development of the hard transfer spent from their own mistakes. The MCL cansistently provides spent their particular strengths and improvement areas. 3c. Serving as a resource for teachers Highly Effective The MCL consistently learnities and movement waiting to strengths to consistently provides spent on members with team members and strategies to improve teaching and be prompted. Resources and strategies to improve teaching and with team members and strategies sponded resources and strategies to improve teaching and be prompted. Resources and strategies to improve teaching and development for team members. The MCL does not actually to other in team members and addifferentiate supports. The MCL setablishes personal professional goals and calcinoter to education research based and motivate and addifferentiates supports. The MCL setablishes personal professional goals of team development for team members. 3c. Serving as a resource for teachers. The MCL setablishes personal professional goals and seate professional goals and calcinotes and seate professional goals and seate professional goals and seate professional goals of team members. The MCL does not establish professional goals or team members with team members and consistently provides and seate professional goals or team members. The MCL does not establish professional goals or | 3b. Providing differentiated and scaffolded support | and scaffolded support | | |
|--|---|--|---------------------------------------|---|
| sconfidence and skills by IThe MCL provides opportunities for nembers with regular nembers with regular and affe spaces to learn mistakes. The MCL scaffolds learning of MCL scaffolds learning and differentiates support so that nec success by tackling fficult tasks. The MCL scaffolds learning and differentiates support so that all officult reasks. The MCL scaffolds learning and differentiates support so that all officult reasks. The MCL support for individual their particular improvement areas. Be as a resource for teachers ITHE MCL consistently provides resources and strategies resources and strategies strategies to improve teaching and motivate learning. The MCL frequently entiated professional siligned to educator intended of the school and or additional professional siligned to educator intended of the motivate professional sols and collaborates mbers to set individual nembers agried to dear of the motivate professional goals with team members. Intended to set to dear duding a tracking and set by professional goals with team members are not always are not professional goals. The MCL establish personal long-term goals. The MCL sets of each goal. (3d.E) The MCL establish personal long-term goals. The MCL sets of each goal. (3d.E) The MCL establish personal long-term goals. The MCL sets of each goal. (3d.E) The MCL sets of each goal. (3d.E) The MCL destablish personal professional goals and sets with team members with short- and long-term goals. The MCL sets of each goal. (3d.E) The MCL destablish personal long-term goals. The MCL sets of each goal. (3d.E) The MCL destablish personal long-term goals. The MCL does not establish personal professional goals and sets of each goal. (3d.E) The MCL does not establish personal goals and sets of each goals. The MCL does not establish class of each goals. The MCL does not establish class of each goals. The MCL does not establish class of each goals. The MCL does not establish class of each goals. The MCL does not establish class of each goals. The MCL does not | Highly Effective | Effective | | Ineffective |
| n members with regular mistakes. The MCL caeffolds learning and safe spaces to learn members to mistakes. The MCL caeffolds learning and differentiates support so that all their particular improvement areas. Gan experience success. (3b.E) MCL rarely scaffolds learning or differentiates support so that all their particular improvement areas. Gan experience success. (3b.E) MCL rarely scaffolds learning or differentiates support so that all their particular improvement areas. Gan experience success. (3b.E) MCL rarely scaffolds learning or differentiates support so that all their particular improvement areas. Gan experience success. (3b.E) MCL rarely scaffolds learning or differentiates support. (3b.IN) | The MCL builds confidence and skills by | The MCL provides opportunities for | The MCL inconsistently provides | The MCL does not build the confidence |
| and safe spaces to learn mistakes. The MCL scaffolds learning can experience support so that all MCL rarely scaffolds learning or net experiences so that all MCL rarely scaffolds learning or net experiences so that all MCL rarely scaffolds learning or net experiences so that all MCL rarely scaffolds learning or net experiences so that all MCL rarely scaffolds learning or differentiates support to their particular improvement areas. By as a resource for teachers By and strategies provides By and strategies provided are not always resources and strategies, Resources and strategies provides professional development for team members. By at the school and a readitional professional goals and sets professional goals and sets professional goals and goals professional goals and goals with team members. However, there are not both short- and long-term goals. The MCL does not establish clear action steps to reach goals. By as a resources and strategies provides and sets for team members. By as a resources and strategies provided are not always resources and strategies provided are not always resources. By as a resources and strategi | providing team members with regular | team members to learn from their own | opportunities for team members to | or skills of their team members, nor do |
| Improvement areas. Improvement areas. Improvement areas. Improvement waiting to resources and strategies of morprove teaching and morprove teaching and morprove teaching and morprove teaching and morprovement areas. In perfective resource for teachers resources and strategies of morprove teaching and more swithout waiting to strategies of morprove teaching and more and strategies of morprove teaching and strategies professional development for team members as the school and are additional professional goals and sets professional goals and sets professional goals and sets professional goals. The MCL establishes personal professional goals. The MCL establish personal professional goals. The MCL sets both short- and long-term goals. The MCL does not establish personal professional goals. The MCL sets both short- and long-term goals. The MCL does not establish personal professional goals and goals. The MCL does not establish olear action steps for each goal. (3d.IN) Improvement Necessary Improvement Necessa | opportunities and safe spaces to learn | mistakes. The MCL scaffolds learning | learn from their own mistakes. The | they provide a safe space for team |
| ent experiences so that nee success by tackling fficult tasks. The MCL support for individual their particular improvement areas. g as a resource for teachers g as a resource sand strategies resources and strategies resources and strategies resources and strategies strategies to improve teaching and motivate iton. The MCL frequently rentated professional development for team members at the school and or additional professional aligned to educator Improvement Necessary Improvement Necessary The MCL inconsistently provides resources and strategies provided are not always resources and strategies provided are not always research-based. The MCL inconsistently provides professional development for team members. Inconsistently provides and strategies provides and strategies professional development for team members. Inconsistently provides professional development for team members. Inconsist | softings The MCI scoffelds learning | and differentiates support so that all | differentiator cupport (25 IN) | members to learn. (3b.1) |
| g as a resource for teachers hly Effective The MCL consistently provides research-based resources and strategies research-based resources and strategies research-based resources and strategies professional development for team members at at the school and or additional professional aligned to educator ishing professional goals ishing professional goals The MCL establishes personal professional goals and collaborates professional goals with team members are not both short- and long-term goals. The MCL sets both short- and clong-term goals. The MCL sets clear action steps for each goal. (3d.IN) Improvement Necessary Improvement Necessary Improvement Provides resources and strategies provided are not always resources and strategies provided are not alway | settings. The MCL scattolds learning | can experience success. (3b.E) | differentiates support. (3b.IN) | |
| fficult tasks. The MCL support for individual strategies research-based resources and strategies research-based resources and strategies provides research-based resources and strategies. Resources and strategies provided are not always research-based. The MCL provides research-based. The MCL seasonal development for team members. Individual support for team members are aligned with overall school goals. Together, the loads. The MCL sets both short- and long-term goals. The MCL sets of each goal. (3d.IN) In embers agree to clear action steps for each goal. (3d.IN) In embers agree to clear action steps for each goal. (3d.IN) | and development experiences so that | | | |
| g as a resource for teachers g as a resource for teachers HIVE Effective Improvement areas. The MCL consistently provides research-based resources and strategies provides research-based resources and strategies provided are not always research-based. The MCL frequently members as requested. (3c.E) (3c.IN) The MCL establishes personal development for team members. as the school and or additional professional goals and sets Improvement Necessary The MCL provides research-based. The MCL attempts to establish professional goals and sets Improvement Necessary The MCL attempts to establish professional goals and sets Improvement Necessary The MCL attempts to establish professional goals and sets Improvement Necessary The MCL attempts to establish professional goals. The MCL attempts to establish professional goals. The MCL sets both short- and long-term goals. The MCL sets both short- and long-term goals. The MCL does not establish chapter action steps for each goal. (3d.IN) (3d.IN) The MCL dear action steps to reach goals. (3d.IN) | all can experience success by tackling | | | |
| g as a resource for teachers Hy Effective The MCL consistently provides resources and strategies without waiting to strategies learning. The MCL provides and strategies rordessional development for team members at the school and or additional professional goals and sal and collaborates and strategies professional goals. The MCL ests both short- and long-term goals. The MCL sets both short- and long-term goals. The MCL sets both short- and long-term goals. The MCL sets both sort- and clear action steps for each goal. (3d.IN) Improvement Necessary The MCL inconsistently provided are not always and strategies provided are not always resources and strategies. Resources and strategies provided are not always and strategies provided are not always research-based. The MCL inconsistently provided are not always research-based. The MCL sets clear action steps for each goal. (3c.IN) Improvement Necessary The MCL consistently provided are not always research-based. The MCL attempts to establish professional goals and sets personal professional goals and goals with team members with team members are not both short- and long-term goals. The MCL does not establish clear action steps to reach goals. (3d.IN) Improvement Necessary The MCL tream members. (3c.IN) Improvement Necessary The MCL attempts to establish professional goals and goals with team members are not both short- and long-term goals. The MCL does not establish clear action steps to reach goals. (3d.IN) | increasingly difficult tasks. The MCL | | | |
| Improvement areas. By as a resource for teachers Hy Effective Inprovement Necessary In MCL inconsistently provides resources and strategies strategies of improve teaching and mers without waiting to learning. The MCL consistently provides research-based resources and strategies provided are not always research members research based. The MCL professional development for team members are quested. (3c.E) in the school and or additional professional aligned to educator Ishing professional alishes personal alishes professional goals with team members and collaborates members openity set larged that are aligned with overall school goals. The MCL sets blish hort- and long-term goals. The members agree to clear cluding a tracking ch goal. (3d.HE) Improvement Necessary The MCL inconsistently provides research-based. The MCL inconsistently provides research-based. The MCL inconsistently provides and strategies provided are not always research-based. The MCL inconsistently provides and strategies provided are not always research-based. The MCL inconsistently provides and strategies provided are not always research-based. The MCL inconsistently provides and strategies provided are not always research-based. The MCL inconsistently provides and strategies provided are not always research-based. The MCL inconsistently provides and sets inconsistently provides professional development for team inconsistently provides and strategies provided are not always research-based. The MCL inconsistently provides and strategies provided are not always research-based. The MCL inconsistently provides and strategies provided are not always research-based. The MCL inconsistently provides and strategies and | differentiates support for individual | | | |
| g as a resource for teachers Hly Effective The MCL consistently provides resources and strategies resources and strategies research-based resources and strategies resources and strategies of improve teaching and motivate lion. The MCL frequently members as requested. (3c.E) ion. The MCL frequently members as requested. (3c.E) ior the team members at the school and or additional professional aligned to educator ishing professional goals Injuffective The MCL consistently provides resources and strategies provides resources and strategies. Resources and strategies. Resources and strategies provided are not always resources and strategies provided are not always research-based. The MCL inconsistently provides and strategies provided are not always research-based. The MCL inconsistently provides and strategies provided are not always research-based. The MCL inconsistently provides and strategies provided are not always research-based. The MCL inconsistently provides and strategies provided are not always research-based. The MCL inconsistently provides and strategies provides and strategies provided are not always research-based. The MCL inconsistently provides and strategies provided are not always research-based. The MCL inconsistently provides and strategies provides and strategies provides and strategies provides are not always research-based. The MCL inconsistently provides are not always research-based. The MCL inconsistently provides are not always research-based. The MCL inconsistently provides and strategies provided are not always research-based. The MCL inconsistently provides and strategies provided are not always and sevelopment for team members. (3c.IN) Improvement Necessary The MCL attempts to establish personal professional goals and sets with | teachers given their particular | | | |
| hly Effective Improvement Necessary | strengths and improvement areas. | | | |
| Hily Effective Improvement Necessary The MCL consistently provides resources and strategies or improve teaching and ton. The MCL frequently for the team members at the school and raditional professional goals and collaborates mbers to set individual coals. Goals are aligned thonol goals. The members agree to clear cluding a tracking of the team goals. The MCL establish experience in members agree to clear cluding a tracking cresearch-based resources and strategies provides research-based. The MCL inconsistently provides and strategies provided are not always research-based. The MCL inconsistently provided are not always research-based. The MCL inconsistently provides and strategies professional development for team members. Inconsistently provides professional development for team members. Sinch professional goals and sets professional goals and sets with team members agree to clear cluding a tracking chapter of the members and collaborates agree to clear cluding a tracking chapter in the members and collaborates of the members agree to clear cluding a tracking and strategies provides and strategies and strategies provides and strategies and strategies provides and strategies and | (3b.HE) | | | |
| Interventive Effective Interventifies and resources and strategies research-based resources and strategies trategies resources and strategies provides and strategies provided are not always research-based. The MCL frequently research-based and strategies provided are not always research-based. The MCL inconsistently provides professional and strategies provides and strategies fresources and strategies provides fresources and strategies provides fresources and strategies provides fresources and strategies fresources and strategies provides fr | 3c. Serving as a resource for | teachers | | |
| resources and strategies research-based resources and strategies. Resources and strategies to improve teaching and search-based are not always research-based are not always professional development for team inconsistently provides professional development for team members at the school and graditional professional aligned to educator Ishing professional goals Ishing professional goals Ishing professional goals Ishing professional goals In members to set individual nembers oals. Together, the members agree to clear cluding a tracking chapter in members agree to clear cluding a tracking chapter in the members agree to clear cluding a tracking chapter in the members agree to clear cluding a tracking chapter in the members agree to clear cluding a tracking chapter in the members agree to clear cluding a tracking chapter in the members agree to clear cluding a tracking chapter in the members agree to clear cluding a tracking chapter in the members agree to clear action steps for each goal. (3d.HE) The MCL consistently provides resources and strategies resources and strategies provided are not always research-based. The MCL action improve teaching and set search provides professional development for team members. Strategies to improve teaching and strategies provides provides and strategies provides and strategies provides provides provides professional development for team members. The MCL team members and strategies pr | Highly Effective | Effective | Improvement Necessary | Ineffective |
| resources and strategies research-based resources and strategies. Resources and strategies strategies to improve teaching and strategies provided are not always learning. The MCL provides professional development for team inconsistently provides professional development for team development for team members at the school and professional aligned to educator Ishing professional goals Ishing professional goals Ishing professional goals Ishing professional goals In members to set individual members in that are aligned with overall school goals. The MCL sets both short- and long-term goals. The MCL sets both short- and long-term goals. The MCL sets clear cluding a tracking chagoal (3d.HE) In members gree to clear cluding a tracking chagoal. (3d.HE) In members agree to clear cluding a tracking chapter in the members agree to clear action steps for each goal. (3d.IN) In members agree to clear cluding a tracking chapter in the members agree to clear action steps to reach goals. The MCL sets clear action steps to reach goa | The MCL consistently identifies and | The MCL consistently provides | The MCL inconsistently provides | The MCL fails to identify or share |
| Resources and strategies learning. The MCL provides professional development for team inconsistently provides professional development for team members at the school and or additional professional aligned to educator ishing professional goals Effective The MCL establishes personal professional goals and sets professional goals and sets professional goals. The MCL establishes personal nembers to set individual to long-term goals. The MCL sets both short- and long-term goals. The MCL sets both short- and cluding a tracking chagola. (3d.HE) In provides professional development for team members. inconsistently provides professional development for team members. (3c.IN) Improvement Necessary Impr | shares helpful resources and strategies | research-based resources and | resources and strategies. Resources | resources with team members. The |
| professional development for team development for team members. at the school and or additional professional aligned to educator ishing professional coals and collaborates mbers to set individual nembers jointly set dolong-term goals. The MCL sets both short- and long-term goals. The members agree to clear cicluding a tracking chapter of the model of the members as requested. (3c.E) members development for team members. (3c.E) (3c.IN) members as requested. (3c.E) (3c.IN) | be prompted. Resources and strategies | learning. The MCL provides | research-based. The MCL | professional development |
| rentiated professional for the team members at the school and professional aligned to educator Ishing professional aligned to educator Ishing professional coals and collaborates mbers to set individual members jointly set and long-term goals. The MCL sets both short- and long-term goals. The MCL sets clear action steps for each goal. (3d.IN) Improvement for team members. (3c.IN) | are research-based and motivate | professional development for team | inconsistently provides professional | opportunities. (3c.I) |
| rentiated professional for the team members at the school and or additional professional aligned to educator ishing professional goals Effective The MCL establishes personal professional goals and sets professional goals and sets professional goals with team members to set individual fhool goals. Together, the long-term goals. The MCL sets both short- and long-term goals. The MCL sets both short- and long-term goals. The MCL sets clear action steps for each goal. (3d.IN) (3c.IN) Improvement Necessary The MCL attempts to establish gersonal professional goals and goals with team members with team members. However, there are not both short- and long-term goals. The MCL sets clear action steps to reach goals. (3d.IN) (3c.IN) (3c.IN) | others into action. The MCL frequently | members as requested. (3c.E) | development for team members. | |
| for the team members at the school and or additional professional aligned to educator ishing professional goals Improvement Necessary In MCL attempts to establish personal professional goals and goals and goals are not both short- and long-term goals. The MCL sets both short- and goals. The MCL does not establish claar action steps for each goal. (3d.IN) In members agree to clear cluding a tracking clear action steps to reach goals. In a closure of the clear action steps to reach goals. Improvement Necessary Improvement Necessary In MCL attempts to establish personal professional goals and goals and goals and goals. The MCL does not establish clear action steps to reach goals. In a closure of the clear action steps to reach goals. In a closure of the clear action steps to reach goals. In a closure of the clear action steps to reach goals. In a closure of the clear action steps to reach goals. In a closure of the clear action steps to reach goals. In a closure of the clear action steps to reach goals. In a closure of the clear action steps to reach goals. In a closure of the clear action steps to reach goals. In a closure of the clear action steps to reach goals. In a closure of the clear action steps to reach goals. In a closure of the clear action steps to reach goals. | provides differentiated professional | | (3c.IN) | |
| ishing professional aligned to educator Improvement Necessary Improvement Necessary | development for the team members | | | |
| ishing professional goals Improvement Necessary Improvement Necessary | and advocates at the school and | | | |
| ishing professional goals Effective Improvement Necessary The MCL establishes personal professional goals and sets professional goals and sets professional goals with team members to set individual oals. Goals are aligned that are aligned with overall school goals. Together, the members jointly set old long-term goals. The MCL sets both short- and long-term goals. The members agree to clear cluding a tracking ch goal. (3d.HE) Improvement Necessary The MCL attempts to establish personal professional goals and goals with team members with team members. However, there are not both short- and long-term goals. The MCL sets clear clear action steps to reach goals. (3d.IN) (3d.IN) | district level for additional professional | | | |
| Ishing professional goals Hly Effective The MCL establishes personal professional goals and collaborates mbers to set individual coals. Goals are aligned thool goals. Together, the members jointly set aligned tollong-term goals. The members agree to clear ccluding a tracking chgoal. (3d.HE) Effective Effective Improvement Necessary In MCL attempts to establish personal professional goals and sets personal professional goals and sets professional goals with team members with team members. However, there are not both short- and long-term goals. The MCL sets clear action steps for each goal. (3d.E) (3d.IN) | development aligned to educator | | | |
| The MCL establishes personal professional goals and sets professional goals with team members that are aligned with overall school long-term goals. The MCL sets both short- and long-term goals. The MCL sets clear action steps for each goal. (3d.E) Improvement Necessary The MCL attempts to establish personal professional goals and goals with team members. However, there are not both short- and long-term goals. The MCL does not establish clear action steps to reach goals. (3d.IN) | needs. (3c.HE) | | | |
| The MCL establishes personal professional goals and sets professional goals with team members that are aligned with overall school long-term goals. The MCL sets both short- and long-term goals. The MCL sets clear action steps for each goal. (3d.E) The MCL establishes personal personal professional goals and goals with team members. However, there are not both short- and long-term goals. The MCL sets clear action steps to reach goals. (3d.IN) | 3d. Establishing professional | goals | | |
| The MCL establishes personal professional goals and sets professional goals with team members that are aligned with overall school goals. The MCL sets both short- and long-term goals. The MCL sets clear action steps for each goal. (3d.E) The MCL establish personal professional goals and goals with team members. However, there are not both short- and long-term goals. The MCL does not establish clear action steps to reach goals. (3d.IN) | Highly Effective | Effective | Improvement Necessary | Ineffective |
| professional goals and sets professional goals with team members with team members. However, there that are aligned with overall school goals. The MCL sets both short- and long-term goals. The MCL sets clear action steps for each goal. (3d.E) personal professional goals and goals with team members. However, there are not both short- and long-term goals. The MCL does not establish clear action steps to reach goals. (3d.IN) | The MCL establishes personal | The MCL establishes personal | The MCL attempts to establish | The MCL does not establish personal |
| that are aligned with overall school goals. The MCL sets both short- and long-term goals. The MCL sets clear action steps for each goal. (3d.E) with team members. However, there are not both short- and long-term goals. The MCL does not establish clear action steps to reach goals. (3d.IN) | professional goals and collaborates | professional goals and sets | personal professional goals and goals | professional goals or team member |
| that are aligned with overall school goals. The MCL sets both short- and long-term goals. The MCL sets clear long-term goals. The MCL sets clear action steps for each goal. (3d.E) are not both short- and long-term goals. The MCL does not establish clear action steps to reach goals. (3d.IN) | with team members to set individual | professional goals with team members | with team members. However, there | professional goals. (3d.I) |
| ner, the goals. The MCL sets both short- and long-term goals. The MCL sets clear action steps for each goal. (3d.E) to clear | professional goals. Goals are aligned | that are aligned with overall school | are not both short- and long-term | |
| set long-term goals. The MCL sets clear The action steps for each goal. (3d.E) co clear | with overall school goals. Together, the | goals. The MCL sets both short- and | goals. The MCL does not establish | |
| o clear | MCL and team members jointly set | long-term goals. The MCL sets clear | clear action steps to reach goals. | |
| o clear | both short- and long-term goals. The | action steps for each goal. (3d.E) | (3d.IN) | |
| action steps including a tracking process for each goal. (3d.HE) | MCL and team members agree to clear | | | |
| process for each goal. (3d.HE) | action steps including a tracking | | | |
| | process for each goal. (3d.HE) | | | |

| 3e. Wonitoring progress | | | |
|--|--|---|---------------------------------------|
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| The MCL consistently documents, | The MCL documents and monitors | The MCL inconsistently monitors team | The MCL does not monitor team |
| tracks, and monitors team progress | team progress to determine the | progress or fails to make adjustments | progress. (3e.I) |
| using a variety of data sources that | effectiveness of implemented | when the team is not making | |
| provide information on student | strategies and makes adjustments. The | progress. The MCL rarely | |
| progress and teacher development to | MCL openly and frequently | communicates progress to team | |
| determine the effectiveness of | communicates progress to team | members. (3e.IN) | |
| implemented strategies and makes | members and celebrate successes. | | |
| adjustments as needed. The MCL | (3e.E) | | |
| openly and frequently communicates | | | |
| progress to team members, soliciting | | | |
| ideas for improvement and celebrating | | | |
| successes. (3e.HE) | | | |
| 3f. Delivers results | | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| The MCL leads and tracks major and | The MCL leads and tracks measurable | The MCL leads few shifts in team | The MCL does not lead shifts in team |
| measurable improvements in team | improvements in team member | member practice and outcomes. The | member practice or outcomes. The |
| member practice and outcomes by | practice and outcomes by providing | team does not consistently meet | team does not meet established goals. |
| providing frequent feedback, key | feedback, key action steps, and direct | established goals. (3f.IN) | (3f.I) |
| action steps, and direct accountability. | accountability. The team meets almost | | |
| comptimes exceeds established goals | מוו כאנמטוואווכט פטמוא: (אויב) | | |
| (3f.HE) | | | |
| Domain 4: Provides High Quality | Quality Data-Driven Analysis, | /sis, Planning & Instruction | ז |
| 4a. Maintaining quality data systems | systems | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| The MCL creates clear structures to | The MCL creates structures to ensure | The MCL ensures that teams record | The MCL does not implement a clear, |
| ensure student performance data is | student data is timely and available in | data and provides some data | consistent system for either data |
| available weekly in a readily useful | a useful form for the team. The MCL | collection and data analysis resources. | collection or data analysis. The MCL |
| form for the team. The MCL promotes | provides a variety of data collection | However, the data are not in a readily | does not provide adequate resources |
| data-driven excellence within the team | resources, data analysis resources, and | useful form and the resources are | for data-driven instruction. (4a.I) |
| by identifying and assessing resources | data-driven instructional strategies for | insufficient. (4a.IN) | |
| and strategies for gathering and | team members to improve instruction. | | |
| analyzing data to improve instruction. | (4a.E) | | |
| The MCL receives feedback/ | | | |
| suggestions from team members | | | |
| regarding resources and makes | | | |
| adjustments accordingly. (4a.HE) | | | |

| 4b. Leading data conversations | ns | | |
|--|---|--|-------------------------------------|
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| The MCL frequently and consistently | The MCL consistently leads data | The MCL inconsistently leads data | The MCL rarely leads data |
| leads data conversations that involve | conversations that involve item-level | conversations that sometimes | conversations, and when they occur, |
| item-level analysis, standards-level | analysis, standards-level analysis, | includes item-level analysis, | analysis is superficial. (4b.I) |
| analysis, student-level analysis, and | student-level analysis, and bottom-line | standards-level analysis, student-level | |
| bottom-line results. These | results. The MCL helps the team | analysis, and bottom-line results. Clear | |
| conversations are teacher-owned, | collaborate on decisions about how | ownership of data decisions is lacking. | |
| involve all members of the team, and | they are going to use data to drive | (4b.IN) | |
| focus on how the team will use data | improvement in student and teacher | | |
| results to drive improvement in | outcomes. (4b.E) | | |
| student and teacher outcomes. (4b.HE) | | | |
| 4c. Planning data-driven instruction | ruction | | |
| Highly Effective | Effective | Improvement Necessary | Ineffective |
| The MCL frequently and consistently | The MCL consistently leads data | The MCL inconsistently leads data | The MCL rarely leads data |
| leads documented data conversations | conversations that involve item-level | conversations that sometimes | conversations, and when they occur, |
| that involve item-level analysis, | analysis, standards-level analysis, | includes item-level analysis, | analysis is superficial. (4b.I) |
| standards-level analysis, student- level | student- level analysis, and bottom- | standards-level analysis, student-level | |
| analysis, and bottom-line results. These | line results. The MCL helps the team | analysis, and bottom-line results. Clear | |
| conversations are teacher-owned, | collaborate on decisions about how | ownership of data decisions is lacking. | |
| involve all members of the team, and | they are going to use data to drive | (4b.IN) | |
| focus on how the team will use data | improvement in student and teacher | | |
| results to drive improvement in | outcomes. (4b.E) | | |
| student and teacher outcomes. (4b.HE) | | | |

Principal IPS School Leadership Rubric:

| Competency 1: L | Competency 1: Lead from an equity imperative and | nperative and embrace the d | | iversity of the school community. |
|------------------------|--|---|--|--|
| Indicators | Highly Effective | Effective | Needs Improvement | Ineffective |
| 1a. Values diversity | Holds and models high | Holds and models high | Inconsistently models high | Does not demonstrate |
| and demonstrates | academic and behavioral | academic and behavioral | academic and behavioral | Needs Improvement |
| equitable | expectations for all | expectations for all | expectations for all students; | behaviors. |
| leadership: Believes | • Ensures that all teachers | Regularly takes action | as a result, uncertain whether | |
| that all students and | know and employ a variety | towards adults (teachers, | Inconsistently takes action | |
| staff can achieve at | of appropriate inclusive | staff, parents, community | towards adults who display | |
| high levels regardless | practices to support specific | members) who display low | low expectations for | |
| of hackground | differences in students' | expectations for students. | students. | |
| Encures that | learning needs. | Always upholds policies and | Does not always uphold | |
| ctudents and staff | Consistently takes action | procedures that ensure | policies and procedures that | |
| are not adversely | staff, parents, community | adversely affected by | not adversely affected by | |
| impacted by | members) who display low | differences in identity. | differences in identity. | |
| differences including | expectations for students. | | | |
| gender, race, socio- | procedures that ensure | | | |
| economic status, | students and staff are not | | | |
| disability, English | adversely affected by | | | |
| language status, | differences in identity. | | | |
| sexual orientation, | Look for examples: Intentiona | Look for examples: Intentional in ensuring diverse staff; diversity on lea | | dership team; consistent access to instruction for all |
| gender identity and | students; reviewing data for di | sproportionality; LRE; training o | students; reviewing data for disproportionality; LRE; training opportunities on inclusive practices such as SEL, Universal | es such as SEL, Universal |
| other such factors. | Design, and co-teaching | | | |
| Indicators | Highly Effective | Effective | Needs Improvement | Ineffective |
| 1b. Understand | Conversations about race | Conversations about race | Conversations about race | Does not demonstrate |
| impact of identity: | and identity and the impact | and identity and the impact | and identity and the impact | Needs Improvement |
| Recognizes that an | of implicit and explicit biases | of implicit and explicit | of implicit and explicit biases | behaviors. |
| individual's identity | behavioral outcomes for | behavioral outcomes for | behavioral outcomes for | |
| impacts personal | students are regularly | students are not regularly | students are not | |
| leadership, and as | incorporated into teacher | incorporated into teacher | incorporated into teacher | |
| such, actively seeks | development. | development. | development conversations. | |
| to eliminate biases | Holds self and staff | Holds self and staff | Staff is not held accountable | |
| that may influence | accountable for language, | accountable for language, | for language, attitudes and | |
| their mindsets, | impact student outcomes | impact student outcomes | student outcomes | |
| words and actions, | Consistently acts to interrupt | • Consistently acts to | Misses opportunities to | |
| and the broader | oppressive and exclusive | interrupt oppressive and | act to interrupt | |

| school community. | Practices. Regularly engages staff in | exclusive practices. • Regularly engages staff in | oppressive and exclusive | |
|---------------------|---|---|--|--|
| | training and reflection on | training and reflection on | Offers limited | |
| | the impact or identity, beliefs, values, and | the impact of identity, beliefs, values, and | opportunities for staff to engage in training and | |
| | behaviors on student learning. | behaviors on student learning. | reflection on the impact of identity, beliefs, values, | |
| | | | and behaviors on student learning. | |
| | Look for examples: Profession | al development sessions that lea | Look for examples: Professional development sessions that lead from an equity lens and address impact of bias | ess impact of bias |
| Indicators | Highly Effective | Effective | Needs Improvement | Ineffective |
| 1c. Develop and | Creates and maintains | Maintains systems that | Inconsistently uses systems | Does not demonstrate |
| maintain an | systems that interrupt | interrupt structural biases | | Needs Improvement |
| inclusive school | structural biases and barriers | equitable access to resources | prevent equitable access to | penaviors. |
| culture: Considers | to resources and outcomes | and outcomes (such as | resources and outcomes (such | |
| נוופ וופפטט טו נוופ | (such as diverse hiring teams | diverse hiring teams that | as diverse hiring teams that | |
| to ensure members | teaching staff, rigorous | staff, rigorous coursework | staff, rigorous coursework | |
| are welcomed and | coursework available to all | available to all students, data | available to all students, data | |
| valued including | students, data analysis with | analysis with an equity lens). | analysis with an equity lens). | |
| actively addressing | an equity lens). | Often disrupts the impact of historical factors | Misses opportunities to | |
| historical, social, | impact of historical factors, | including structuralized | historical factors, including | |
| and/or political | including structuralized | racism, that impact the | structuralized racism, that | |
| factors that may | racism, that impact the | school community. | impact the school | |
| impact individuals | Regularly solicits feedback | Regularly solicits feedback from a range of stakeholders. | Sometimes solicits feedback | |
| and groups. | from a range of | especially those who are | from a range of stakeholders | |
| Identifies when | stakeholders, especially | different from | who are different from | |
| disagreements or | those who are different | him/her/them. | him/her/them. | |
| conflicts occur | from him/her/them. | Communicates effectively | Communicates with a range | |
| across lines of | Communicates effectively | with a range of stakeholders, | of stakeholders, including | |
| difference and | with a range of | different from him /her /them | those who are different from | |
| ensures multiple | those who are different | Consistently advocates | results. | |
| perspectives are | from him/her/them. | for additional resources | Consistently advocates | |
| acknowledged and | Consistently advocates for | and supports for school. | for additional resources | |
| affirmed. | additional resources and | | and supports for | |
| | | | | |

| high levels while ensuring an environment of continuous learning for all staff | Ses | Look for examples: LRE; disproportionality; staff/parent communication |
|--|-----|--|
|--|-----|--|

| Indicators | Highly Effective | Effective | Needs Improvement | Ineffective |
|-----------------------|---|---|---|--|
| 2a. Establish vision: | Successfully brings groups of | Regularly brings groups of | Inconsistently brings groups | Does not demonstrate |
| Creates defines and | internal and external | internal and external | of internal and external | Needs Improvement |
| | stakeholders together to | stakeholders together to | stakeholders together to | behaviors. |
| Sildles a vision. | collaborate on the | collaborate on the | collaborate on the | |
| | development of the school's | development of the school's | development of the school's | |
| | vision. | vision. | vision. | |
| | Vision paints a clear picture | Vision paints a clear picture | Vision makes references | |
| | of how equitable practices | of how equitable practices | to equitable practices | |
| | and continuous learning lead | and continuous learning | and continuous | |
| | to all students achieving at | lead to all students | learning. | |
| | high levels. | achieving at high levels. | Sometimes articulates the | |
| | Consistently articulates the | Regularly articulates the | vision in all communication | |
| | vision in all communication | vision in all communication | regarding school planning | |
| | regarding school planning | regarding school planning | and goal setting. | |
| | and goal setting | and goal setting. | Some academic and | |
| | All academic and climate | Most academic and | climate initiatives are | |
| | initiatives are aligned to the | climate initiatives are | aligned to the developed | |
| | developed mission. | aligned to the developed | mission. | |
| | All staff can articulate | mission. | Some staff can articulate the | |
| | the core tenants of the | In most instances, the staff | core tenants of the school's | |
| | school's vision. | can articulate the core | vision. | |
| | | to:::::::::::::::::::::::::::::::::::: | | |

Effectively utilizes Consistently collaborates school vision. the SIP, assigned goals, and stakeholders to set and formative and summative monitor priorities aligned to with internal and external **Highly Effective** In most cases, utilizes Regularly, collaborates with stakeholders to develop and formative and summative school vision. SIP, assigned goals, and monitor goals aligned to the internal and external **Effective** Collaborates with internal and In some instances, utilizes formative and some inconsistencies. goals, and school vision with aligned to the SIP, assigned external stakeholders to develop and monitor goals **Needs Improvement** Does not demonstrate behaviors. Needs Improvement Ineffective

Look for examples: Codified vision; communication and planning materials that reference vision; social-emotional school plan

2b. Set priorities & monitor progress: Sets priorities aligned to the vision and monitors progress towards those

assessment data, including

assessment data, including

collecting and reviewing the

summative assessment data to monitor progress

collecting and reviewing

Indicators

| | the right data at the right time, to monitor progress towards priorities. | right data at the right time, to monitor progress towards priorities. | towards priorities. Inconsistently identifies equity gaps while progress | |
|----------------------|--|--|---|--|
| | Proactively identifies equity gaps before and | Regularly identifies equity gaps while progress | equity gaps while progress monitoring. | |
| | monitoring. | monitoring. | | |
| | Look for examples: Completed | Look for examples: Completed SIP that connects to vision; structures fo | ctures for progress monitoring; da | r progress monitoring; data reports; Student-Based |
| | Allocation Plans | | | |
| Indicators | Highly Effective | Effective | Needs Improvement | Ineffective |
| 2c Adjust | Consistently collaborates | Regularly collaborates with | Inconsistently collaborates | Does not demonstrate |
| strategies based | with the leadership team to | the leadership team to | with the leadership team to | Needs Improvement |
| on results: Acts on | triangulate data to determine | triangulate data to | triangulate data to determine | behaviors. |
| progress | All staff can analyze the | goals. | Some staff can analyze the | |
| monitoring data to | data and collaborate to | Most staff can analyze the | data and collaborate to | |
| refine plans in | develop plans to make | data and collaborate to | develop plans to make | |
| order to reach | necessary adjustments. | develop plans to make | necessary adjustments. | |
| goals. Invests | | • Most instructional staff | instructional staff utiliza | |
| appropriate | | | intervention and grade-level | |
| individuals in those | | grade-level team meetings | team meetings to make | |
| adjustments. | | to make changes to | changes to instructional | |
| | | instructional design to | design to increase progress | |
| | | increase progress towards | towards goals. | |
| | | 80013. | | |
| | Look for examples: structures fallocation Plans | for progress monitoring; data rep | Look for examples: structures for progress monitoring; data reports; agendas for planning meetings; PLCs; SIP; Student-Based Allocation Plans | ings; PLCs; SIP; Student-Based |
| Competency 3: B | Build an efficient and e | effective school team. | | |
| Indicators | Highly Effective | Effective | Needs Improvement | Ineffective |
| 3a Attract, select, | The hiring process is | The hiring process is | There are processes in place | Does not demonstrate Needs |
| and retain talent: | equitable, rigorous, and | equitable, rigorous, and | for identifying and filling | Improvement behaviors. |
| Ruilds diverse | results in a highly diverse | results in a somewhat | vacancies, though they may | |
| talas diverse | staff. | diverse staff. | not be equitable or rigorous, | |
| talent benches | The hiring process prioritizes | The hiring process prioritizes | and do not result in a | |
| throughout the | early hiring for teaching staff, | early hiring for teaching staff, | complete or diverse staff. | |
| year and actively | resulting in all vacancies | resulting in almost all | The hiring process does not | |
| manages team | filled before the start of | vacancies filled before the | fully prioritize early hiring for | |
| retention with a | external hires or | Start of school with Highly Qualified external hires or | some vacancies at the start of | |
| | | | | |

| | distracted by work that could be delegated to others. | | | |
|--|---|---|---|--------------------|
| | spent; is sometimes | | | |
| | inconsistent in how time is | | | |
| | the school's vision but is | | | |
| | address priorities related to | | | |
| | Sets own daily schedule to | adheres to that schedule. | | |
| | priorities, goals and vision. | the school's vision; mostly | | |
| | monitoring of the school's | address priorities related to | | |
| | informed by progress | Sets own daily schedule to | priorities, goals and vision. | |
| | prioritization are sometimes | priorities, goals and vision. | monitoring of the school's | |
| | Delegation and day to day | monitoring of the school's | consistent progress | |
| | the school's goals. | by consistent progress | prioritization are driven by | (|
| | function effectively to achieve | prioritization are informed | Delegation and day to day | team strengths. |
| | team does not always | Delegation and day to day | the principal's absence. | way that leverages |
| | and responsibilities, but the | school's goals. | towards its goals even in | tracks work in a |
| | generally clear norms, roles, | together to achieve the | school effectively driving | delegates, allo |
| | Structures the team with | team members work well | and skillset to keep the | לחומייניבט, |
| behaviors. | backgrounds and skillsets. | responsibilities, such that | team that has the credibility | Prioritizes. |
| Needs Improvement | members with diverse | with clear norms, roles, and | highly effective leadership | leadership: |
| Does not demonstrate | Identifies leadership team | Structures an effective team | Identifies and cultivates a | 3b. Distribute |
| Ineffective | Needs Improvement | Effective | Highly Effective | Indicators |
| plans; performance data | ; staff retention data; succession | Look for examples: Hiring process documentation; vacancy lists; staff retention data; succession plans; performance data | Look for examples: Hiring proc | |
| | supports laid out in the plan. | | | |
| | may be receiving the | | | |
| | plans in place and/or only few | place. | | |
| | few may have documented | documented support plans in | | |
| | are identified, though only | are identified and have | | |
| | Most underperforming staff | Most under-performing staff | | |
| | performers. | planning. | unrelated to the school. | |
| | Retains some high | based succession | retire, or resign for reasons | |
| | their accomplishments. | Engages in school- | those who are promoted, | |
| | individual appreciation for | most high performers. | high performers except for | |
| | by showing public and | leadership roles. Retains | leadership roles. Retains all | |
| | Recognizes high performers | key school or district | for key school or district | retention efforts. |
| | hires. | with leadership potential for | with leadership potential | differentiated |
| | Needs Improvement internal | invests in high performers | invests in high performers | |
| | are not Highly Qualified or | Identifies, develops and | Identifies, develops and | individuals and |
| | filled by external hires who | internal hires. | internal hires. | motivation of |
| | school, and some vacancies | Effective/Highly Effective | Effective/Highly Effective | focus on |

| | 50.505.ib:ii+i0+0.55.500.+i55.4.055.4.05 | To the state of th | | |
|----------------------|--|--|--|--|
| Indicators | Highly Effective | Effective | Needs Improvement | Ineffective |
| 3c. Grow staff: | Creates a learning and | • Empowers the leadership | Provides school-wide | Does not demonstrate |
| Demonstrates a | development culture that | team to provide school-wide | professional development | Needs Improvement |
| commitment to | empowers staff members to | or targeted professional | opportunities that address | behaviors. |
| | take the initiative to share | development opportunities, | staff members' top common | |
| protessional growth | and address their areas of | as appropriate, to leverage | areas of growth. | |
| in staff and drives | growth. | staff members' strengths, as | Some staff can articulate | |
| improved | All staff can articulate their | well as address their areas of | their professional goals and | |
| performance over | professional goals and can | growth. | the supports provided by | |
| time through | identify supports that the | Most staff can articulate their | the school in pursuit of | |
| official outlines | school has provided in their | professional goals and can | those goals. | |
| effective evaluation | pursuit of goals. | identify supports that the | Can summarize common | |
| and sustained | Can describe all staff | school has provided in their | strengths and areas of | |
| coaching | members' key strengths and | pursuit of goals. | growth across staff | |
| conversations. | areas of growth. | Can describe all staff | members. | |
| | Gives honest, actionable and | members' key strengths and | Inconsistently gives | |
| | timely feedback to staff | areas of growth. | feedback and avoids | |
| | throughout the school year | Gives honest, actionable and | having difficult | |
| | and has difficult | timely feedback to staff | conversations. | |
| | conversations, as needed. | throughout the school year | Always completes all staff | |
| | Always completes all staff | and has difficult | members' evaluations with | |
| | members' evaluations with | conversations, as needed. | full fidelity to policies and | |
| | full fidelity to policies and | Always completes all staff | procedures but conducts | |
| | procedures; always shares | members' evaluations with | evaluations as more of a | |
| | robust supporting evidence | full fidelity to policies and | compliance activity (e.g., | |
| | for ratings. | procedures; almost always | misses the opportunities to | |
| | | shares robust supporting | clarify high expectations or | |
| | | evidence for ratings. | provide coaching during post | |
| | | | observation conferences, uses | |
| | | | the same supporting evidence | |
| | | | for multiple staff members). | |
| | Look for examples: staff goals; | Look for examples: staff goals; evaluation reports (including Danielson | nielson performance data); 1:1 check-in schedules | heck-in schedules; |
| | conversations with scriool starr; professional development plans; building | i; professional development piant | s; building-based new teacher induction and supports | OLICTION AND SHIDDOILS |

| Indicators | Highly Effective | Effective | Needs Improvement | Ineffective |
|-----------------------|--|---|---|--|
| 3d. Allocate | Is strategic about | Is strategic about structuring | Structuring of the school | Does not demonstrate |
| resources: Deploys | structuring the school | the school schedule to | schedule is not always | Needs Improvement |
| all buman and | schedule to efficiently | efficiently utilize staff | strategic or efficient in | behaviors. |
| financial accets in | utilize staff capacity in | capacity to meet the school's | utilizing staff capacity. | |
| illaliciai assets III | ways that are nighest | goals. | Periodically reviews the | |
| service of school's | school's goals | Frequently monitors the | school budget and finances | |
| vision and goals. | Frequently monitors the | school's finances. The school | school war ands with a | |
| | | resources. | substantial amount of unspent | |
| | school spends all budgeted resources for the year. | | resources. | |
| | look for examples: school schedule: hudget reports | edule: hudget reports | | |
| | | | | la effection |
| IIIdicators | Highly Ellective | Ellective | Meeds IIIbioAeillelic | IIIeIIective |
| 3e. Enact district | Fulfills all compliance and | Fulfills almost all compliance | Fulfills the most urgent and | Does not demonstrate |
| policies, legal | reporting responsibilities on | and reporting responsibilities | important compliance and | Needs Improvement |
| requirements & | | | reporting responsibilities on | Dellaviors. |
| school | compliance and reporting | managing compliance | delays fulfilling other | |
| procedures: | requirements to serve the | and reporting | responsibilities. | |
| Manages district, | school's needs. | requirements to serve | Misses opportunities | |
| state and federal | | the school's needs. | to be strategic about | |
| compliance | | | managing compliance | |
| requirements in | | | requirements to serve | |
| service of | | | the school's needs. | |
| school's vision | | | | |
| and goals. | EOOK IOI examples. Departmen | LOOK TOT examples: Departified the portified (e.g. Fillance; SFED, FIN), flewstetter, team the ethic agendas, district reports | in), Hewsiertel, teallilleeting ag | gendas, district reports |
| Competency 4: N | Competency 4: Mobilize others and build | ild coalitions to suppo | coalitions to support progress towards school's vision. | chool's vision. |
| Indicators | Highly Effective | Effective | Needs Improvement | Ineffective |
| 4a. Communicate | Consistently communicates | Regularly communicates with | Rarely communicates with | Does not demonstrate |
| effectively: Chooses | with stakeholders in an | stakeholders in an inclusive | stakeholders in an inclusive | Needs Improvement |
| appropriate and | inclusive and culturally | and culturally proficient | and culturally proficient | behaviors. |
| compelling | | manner. | manner. | |
| compeniestion | Consistently provides | Regularly provides | Provides information in | |
| mothods based on | formats through different | formation in different | different formats through | |
| andiance and | media in order to ensure | media in order to ensure | ensure communication with | |
| audience and | communication with all | communication with all | all members of the | |
| | | | | |

| | stakeholders. | 4b. Foster stakeholder participation: Provides a variety of opportunities for engagement of parents and community members that builds collective ownership of school progress. Is readily | message. |
|--|---|---|---|
| Look for examples: child-focus Panorama); community stakeh | | Consistently engages with families in a way that is culturally responsive and collaborative to ensure that all families are welcome and can contribute to the classroom, school, and community's effectiveness. Proactively solicits stakeholder input in decisionmaking process and uses the input to inform school- based decisions. | members of the community System of open communication consistently provides for the timely, purposeful sharing of information within the school community. Solicits feedback from staff and other stakeholders that informs improvements to communications. Look for examples: systematic formal communication (website, emails, etc.) Highly Effective |
| ed activities; family participatior older awareness of school goals | participate in activities specifically focused on their child/children. • Works with staff to identify and remove barriers to families' involvement. | Regularly engages with families in a way that is culturally responsive and collaborative to ensure that all families are welcome and can contribute to the classroom, school, and community's effectiveness. Regularly includes parents, families, and the larger school community in decision-making processes. Provides regular | members of the community. • System of open communication provides for the timely, purposeful sharing of information within the school community. formal and informal communication, etc.) Effective |
| Look for examples: child-focused activities; family participation structures/opportunities; stakeholder surveys (including Panorama); community stakeholder awareness of school goals and progress toward those goals | activities specifically focused on their child/children. Inconsistently works with staff to identify barriers to families' involvement. | Inconsistently engages with families in a way that is culturally responsive and collaborative to ensure that all families are welcome and can contribute to the classroom, school, and community's effectiveness. Inconsistently includes parents, families, and the larger school community in decision-making processes. Provides some opportunities for families to participate in | System of open community community. System of open communication consistently provides for the timely, purposeful sharing of information within the school community. Solicits feedback from staff and other stakeholders that informs improvements to communications. Look for examples: systematic formal and informal communication systems; communication systems; communication plans; examples of communication plans; examples of linefit Most communication provides for provides for the timely, purposeful sharing of purposeful sharing of information within information within the school information within the school community. Solicits feedback from staff and other stakeholders that informs improvements to communications. Look for examples: systematic formal and informal communication systems; communication plans; examples of linefit Needs Improvement |
| holder surveys (including | | Does not demonstrate Needs Improvement behaviors. | ans; examples of |

| change. Proactively develops the capacity of staff and other stakeholders to use data for decision-making. Effectively conveys rationale and/or connections to school and district goals when community organizations, community organizations, community organizations, community members and businesses at the local, state or national level to benefit the school. Partnerships successfully impact school and other services to families. Inok for examples: community and businesses partnerships: community and businesses partnerships: community and businesses partnerships: community organizations that provide health, social, and other services for the samples: community and businesses partnerships: resonurces for families. | 4c. Influence & motivate others: Inspires stakeholders to | Highly Effective Establishes clear and effective processes for all staff to engage in school change efforts. Consistently anticipates, | Establishes clear and effective processes for most staff to engage in school change efforts. Anticipates, identifies and | Needs Improvement Establishes some processes for all staff to engage in school change efforts. Inconsistently anticipates, identifies and works to | • Does not demonstrate Needs Improvement behaviors. |
|--|---|---|--|---|---|
| Highly Effective • Maximizes partnerships with community organizations, community members and businesses at the local, state or national level to benefit the school. • Partnerships successfully impact school effectiveness. • Understands and utilizes community organizations that provide health, social, and other services to families. • Inok for examples: community and husiness partnerships with community and husiness partnerships with ecomomunity organizations that provide health social, and other services for the services f | make changes necessary to reaching school goals. | identifies and works to remove barriers to positive change. • Proactively develops the capacity of staff and other stakeholders to use data for decision-making. • Effectively conveys rationale and/or connections to school and district goals when communicating with others. Look for examples: strategies a (e.g. committees and sub-comm | works to remove barriers to positive change. • Develops the capacity of staff to use data for decision-making. and plans for change; challenging mittees) and agendas | remove barriers to positive change. Develops some capacity of staff and other stakeholders to use data for decisionmaking. goals for school and students; SI | IP; leadership to |
| Maximizes partnerships with community organizations, community organizations, community members and businesses at the local, state or national level to benefit the school. Partnerships successfully impact school effectiveness. Understands and utilizes community organizations that provide health, social, and other services to families. Lock for examples: community and business partnerships with community organizations, community and business partnerships with community organizations, community or national level to benefit the school. Understands and interacts organizations that provide health, social, and other services to families. | Indicators | Highly Effective | Effective | Needs Improvement | Ineffective |
| יייין הייין | 4d. Build external partnerships: Identifies, cultivates, and sustains beneficial relationships that support progress towards school's vision and goals. | Maximizes partnerships with community organizations, community members and businesses at the local, state or national level to benefit the school. Partnerships successfully impact school effectiveness. Understands and utilizes community organizations that provide health, social, and other services to families. Look for examples: community | Establishes partnerships with community organizations, community members and businesses at the local, state or national level to benefit the school. Understands and interacts with community organizations that provide health, social, and other services to families. y and business partnerships; reso | Communicates with community organizations, community members and businesses at the local, state or national level to benefit the school. Is aware of community organizations that provide health, social, and other services to families. Does not demonstrate Needs Improvement behaviors. | Does not demonstrate Needs Improvement behaviors. sources support of class |

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| Competency 5: N rigorous academ | Competency 5: Maintain systems to ensure all students incl rigorous academic program that supports student learning. | Competency 5: Maintain systems to ensure all students inclusive rigorous academic program that supports student learning. | sive of subgroups have access to a | e access to a |
|---------------------------------|---|---|---|--|
| Indicators | Highly Effective | Effective | Needs Improvement | Ineffective |
| 5a. Build a culture | Sets a vision for | Sets a vision for instructional | Sets a vision for instructional | Does not demonstrate |
| of high | instructional excellence that | excellence that engages all | excellence that engages all | Needs Improvement |
| expectations: | engages all students in | students in rigorous content | students in rigorous content | behaviors. |
| | rigorous content and results | and results in enthusiasm for | and results in enthusiasm for | |
| Establishes a culture | in enthusiasm for learning. | learning. | learning. | |
| where all students | Consistently ensures all | Most of the leadership team | Some of the leadership | |
| engage with | stakeholders are | and instructional staff are | team demonstrate | |
| rigorous content, | knowledgeable of the | knowledgeable of the | knowledgeable of the | |
| which results in | instructional vision and the | instructional vision and the | instructional vision and the | |
| | school's aligned goals. | school's aligned goals. | school's aligned goals. | |

| | Indicators 5b. Ensure instruction is high-quality: Supports teachers and leaders to plan and implement standards- aligned, grade- level appropriate instruction for all students. | enthusiasm for learning. |
|--|--|---|
| Look for examples: observation schedules | Look for examples: student go: of instructional vision embedde Highly Effective Regularly selects curriculum and engages the leadership team and teachers through periodic reviews to ensure alignment with standards and school instructional vision. Effectively aligns instructional leadership schedule to supervise, facilitate, and support the implementation of grade-level and content planning meetings. Consistently implements an Observation-Feedback cycle that provides teachers with high-leverage action steps on a frequent cycle. Provides all leadership team members with instructional leadership coaching on a monthly cycle by norming on observation and feedback, goal setting, and development of action steps. | All students can articulate their current academic levels and their short and long-term goals. Collaborates with stakeholders to develop and implement schoolwide rituals that celebrate student learning and achievement regularly. |
| Look for examples: observation notes and associated feedback; leaders schedules | ed in agendas, professional deveed in agendas, professional with the standards and school instructional vision. In most instances, supports the implementation of grade-level and content planning meetings. Implements an observation-feedback cycle that provides teachers with action-steps on a regular cycle. Provides most of the leadership team members with instructional leadership coaching on a monthly cycle by norming on observation and feedback, goal setting, and development of action steps. | In most instances, students can articulate their current academic levels and their short and long- term goals. Regularly develops and implements schoolwide rituals that celebrate student learning and achievement quarterly. |
| | Look for examples: student goal setting conferencing plans; schedules; programs; photographs of celebrations; evidence of instructional vision embedded in agendas, professional developments, and community meetings Highly Effective Regularly selects curriculum team and teachers through and eachers through periodic reviews to ensure alignment with standards and school instructional vision. Effective vision instructional vision. Effectively aligns instructional school instructional vision. Effectively aligns instructional support the implementation of grade-level and content planning meetings. Consistently implements an Observation-leadership ceachers with action-steps on a regular cycle. Provides all leadership team members with instructional eadership coaching on a monthly cycle by norming on observation and development of action and steps. The provides action and development of action and development of action and steps. Effective Selects curriculum with standards and school instructional vision. Selects curriculum with action school instructional instructional instructional instructional instructional planning meetings. In some instances, supports teachers with action steps. In some instances, supports teachers with action steps. In some instances, supports teachers with action steps. In some instances or on observation and steachers with action steps. In some instances, supports teachers with action steps. Conducted norming professional development of action steps. In the implementation of grade-level and content with some leadership team members on observation and feedback, goal setting, and development of action steps. In the implementation of grade-level and content support set achers with action steps. In the implementation of grade-level and content support set achers with action steps. In the implementation of grad | In some instances, students can articulate their short and long-term goals. Inconsistently develops and implements schoolwide rituals that celebrate student learning and achievement. |
| hip team coaching plans; leadership team-focused PD | of celebrations; evidence ings Ineffective Does not demonstrate Needs Improvement behaviors. | |

| | | | | 3 |
|-----------------------|--|---|--|--|
| Indicators | Highly Effective | Effective | Needs Improvement | Ineffective |
| 5c. Drive learning | Regularly creates and | • Creates and sustains a data- | Sometimes utilizes a data- | Does not demonstrate |
| with data: Uses | sustains a data-driven | driven decision-making | driven decision-making | Needs Improvement |
| data to focus | decision-making model that | model that is embedded in | model in leadership team | behaviors. |
| instructional | is embedded in all | leadership team and grade | meetings. | |
| י ייי יי | professional developments, | level/content team | In some instances, analyzes | |
| initiatives and | grade level/content team | meetings. | data to determine the need | |
| resources to | meetings, leadership team | In most instances, analyzes | and distributes resources in | |
| promote student | meetings, etc. | data to determine the need | support of achieving the goals | |
| growth and | Effectively analyzes data to | and distributes resources in | in the SIP at least twice | |
| 0.00 | determine the need and | support of achieving the goals | during the school year. | |
| illastely. | distributes resources | in the SIP on a regular basis. | Can articulate the core | |
| | (human capital, materials, | Ensures most of the | components of the | |
| | etc.) in support of achieving | leadership team can | instructional programming | |
| | the goals in the SIP on a | articulate the core | and its alignment to student | |
| | frequent basis. | components of the | achievement data some of | |
| | Consistently, ensures | instructional programming | the time. | |
| | instructional staff can | and its alignment to student | | |
| | independently articulate | achievement data. | | |
| | instructional programming | | | |
| | and its alignment to student | | | |
| | achievement data. | | | |
| | Look for examples: protocols for | or data-driven decision making; F | Look for examples: protocols for data-driven decision making; PLCs, leadership team meetings, grade level meeting agenda | grade level meeting agenda |
| | templates/protocols | | | |
| Indicators | Highly Effective | Effective | Needs Improvement | Ineffective |
| 5d. Foster collective | Regularly creates and | Creates and implements | Creates and implements | Does not demonstrate |
| academic | implements systems for all | systems for all leadership | systems for the school leader | Needs Improvement |
| leadershin: Ensures | leadership team members to | team members to deliver | to deliver regular, consistent, | behaviors. |
| | deliver regular, consistent, | regular, consistent, and | and actionable feedback to | |
| school team shares | and actionable feedback | actionable feedback to | instructional staff some of the | |
| ownership for | aligned to instructional staff's | instructional staff. | time. | |
| student learning. | individual needs. | In most instances, creates | Creates and sustains systems | |
| | Effectively creates and | and sustains systems and | and structures that allow for | |
| | sustains systems and | structures, according to the | collaborative planning but | |
| | structures, according to the | agreed upon rhythm, that | may be inconsistently | |
| | agreed upon rhythm, that | allow for collaborative | implemented and not follow | |
| | allow for collaborative | planning with a meeting | the agreed upon rhythm. | |
| | planning and ensures that | protocol. | In some instances, | |
| | professional learning groups | Establishes and monitors | establishes and monitors | |
| | have consistently | systems that allow grade- | systems that allow for the | |
| | implemented protocols for | level/content teams to lead | leadership team lead | |

| | | and excellence for all populations. | ensures action plans that focus on | outcomes to identify any disparities between subgroups and | 5e. Ensure equity focused accountability systems: Regularly reviews qualitative and quantitative | Indicators | |
|--|---|---|---|---|--|---|--|
| Look for examples: academic an data analysis across grade levels | Consistently reviews the SIP to identify resources to support the academic programming for subgroups. | and content team meetings on a monthly basis. | leadership team meetings, intervention team meetings, meetings, and grade-level | sustains a data review protocol to identify academic and culture equity gaps within the student population during | Regularly develops and supports the implementation of a tiered intervention structure for academics and climate. Effectively creates and | Look for examples: collaborat Highly Effective | discussion and feedback. |
| Look for examples: academic and climate intervention plans; intervention team agendas/meeting notes; data protocol; data analysis across grade levels | for subgroups. | quarterly basis to identify resources to support the academic programming | intervention team meetings on a quarterly basis. Reviews the SIP on a | review protocol to identify academic and culture equity gaps within the student populations during leadership team meetings and | Develops and supports the implementation of a tiered intervention structure for academics. Creates and sustains a data | Look for examples: collaborative planning meetings; data-driven instructional plan; team meeting/PLC agendas Highly Effective Effective Needs Improvement Ineff | effective meetings focused on student assessment data. • Most leadership team members including the school leader can articulate student achievement goals and measures for determining progress. |
| ntervention team agendas/meet | | programming for subgroups. | Reviews the SIP at least twice per year to identify resources to support the academic | gaps within the student population during leadership team meetings and intervention team meetings at least twice per year | In some instances, implements a structure for tiered intervention in academics. Creates and sustains a data review protocol to identify academic and culture equity | en instructional plan; team meet Needs Improvement | effective meetings focused on student assessment data. Can articulate student achievement goals and measures for determining progress some of the time. |
| ing notes; data protocol; | | | | | Does not demonstrate Needs Improvement behaviors. | ing/PLC agendas Ineffective | |

IPS School Leadership Rubric: Assistant Principal and Dean

| | - | - | | |
|--|---|---|--|---|
| | that impact student | impact student outcomes. | impact student outcomes. | their mindsets, |
| | attitudes and behaviors | attitudes and behaviors that | attitudes and behaviors that | that may influence |
| | accountable for language | accountable for language | accointable for language | to mitigate biases |
| | • Staff is not hold | Holds solf and staff | Holds solf and staff | such, actively seeks |
| | לפנים לפנים מנכם וועס נכמכות | לפיים ביים ווינט וכמכווכו | לפנים סומנים ווינס נימכווכו | וכממכוטווים, מוומ מט |
| | incorporated into teacher | incorporated into teacher | incorporated into teacher | leadership and as |
| | students are not | students are not regularly | students are regularly | impacts personal |
| | behavioral outcomes for | behavioral outcomes for | behavioral outcomes for | individual's identity |
| | on instructional and | biases on instructional and | on instructional and | vecognizes that all |
| behaviors. | of implicit and explicit biases | of implicit and explicit | of implicit and explicit biases | Pocognizos +ba+ an |
| Needs Improvement | and identity and the impact | and identity and the impact | and identity and the impact | impact of identity: |
| Does not demonstrate | Conversations about race | Conversations about race | Conversations about race | 1b. Understand |
| Ineffective | Needs Improvement | Effective | Highly Effective | Indicators |
| | | | | other such factors. |
| | | | Design, and co-teaching | gender identity and |
| ctices such as SEL, Universal | all students; reviewing data for disproportionality; LRE; training opportunities on inclusive practices such as SEL, Universal | r disproportionality; LRE; trainin | all students; reviewing data for | sexual orientation, |
| ent access to instruction for | Look for examples: Intentional in ensuring diverse staff; diversity on leadership team; consistent access to instruction for | I in ensuring diverse staff; divers | Look for examples: Intentiona | language status, |
| | | | | disability, English |
| | | | differences in identity. | economic status, |
| | | | adversely affected by | race, socio- |
| | | | students and staff are not | including gender, |
| | | | procedures that ensure | |
| | | | Always upholds policies and | differences |
| | by differences in identity. | | expectations for students. | impacted by |
| | are not adversely affected | differences in identity. | members) who display low | are not adversely |
| | ensure students and staff | adversely affected by | staff, parents, community | students and staff |
| | policies and procedures that | students and staff are not | towards adults (teachers, | Ensures that |
| | Does not always uphold | procedures that ensure | Consistently takes action | background. |
| | for students. | Always upholds policies and | students' learning needs. | levels legal diess of |
| | display low expectations | expectations for students. | specific differences in | lovels regardless of |
| | towards adults who | members) who display low | practices to support | achieve at high |
| | Inconsistently takes action | staff, parents, community | of appropriate inclusive | and staff can |
| | holds these beliefs. | towards adults (teachers, | know and employ a variety | that all students |
| | uncertain whether leader | Regularly takes action | Ensures that all teachers | leadership: Belleves |
| | students; as a result, | students. | students. | equitable |
| behaviors. | expectations for all | expectations for all | expectations for all | 00 :: : : : : : : : : : : : : : : : : : |
| Needs Improvement | academic and behavioral | academic and behavioral | academic and behavioral | and demonstrates |
| Does not demonstrate | Inconsistently models high | Holds and models high | Holds and models high | 1a. Values diversity |
| Ineffective | Needs Improvement | Effective | Highly Effective | Indicators |
| iversity of the school community. | the d | perative and embrace | Competency 1: Lead from an equity imperative and | Competency 1: Lo |
| • | | • | • | |

| words and actions, | Consistently acts to interrupt oppressive and exclusive | Consistently acts to | Misses opportunities to | |
|--------------------------|---|---|---|--|
| school community | practices. | exclusive practices. | act to interrupt | |
| scribble collinianity. | Regularly engages staff in | Regularly engages staff in | oppressive and exclusive | |
| | training and reflection on | training and reflection on | practices. | |
| | the impact of identity, | the impact of identity, | Offers limited | |
| | beliefs, values, and | beliefs, values, and | opportunities for staff to | |
| | behaviors on student | behaviors on student | engage in training and | |
| | learning. | learning. | reflection on the impact | |
| | | | of identity, beliefs, values, | |
| | | | and behaviors on student | |
| | | | learning. | |
| Look for examples: Profe | essional development sessions th | Look for examples: Professional development sessions that lead from an equity lens and address | daddress impact of bias | |
| Indicators | Highly Effective | Effective | Needs Improvement | Ineffective |
| 1c. Develop and | Effectively collaborates with | Maintains systems that | Inconsistently uses systems | Does not demonstrate |
| maintain an | leadership team to create | interrupt structural biases | that interrupt structural | Needs Improvement |
| inclusive school | and maintain systems that | and barriers that prevent | biases and barriers that | behaviors. |
| culture: Considers | interrupt structural biases | equitable access to resources | prevent equitable access to | |
| the needs of the | and parties that prevent | discons bising them that | (ench of discuss history to the | |
| school community | resources and outcomes | result in a diverse teaching | that result in a diverse | |
| to ensure members | (such as diverse hiring teams | staff, rigorous coursework | teaching staff, rigorous | |
| are mellipers | that result in a diverse | available to all students, data | coursework available to all | |
| are welconied and | teaching staff, rigorous | analysis with an equity lens). | students, data analysis with | |
| valued, including | coursework available to all | Often disrupts the impact | an equity lens). | |
| actively addressing | students, data analysis with | of historical factors, | Misses opportunities to | |
| historical, social, | an equity lens). | including structuralized | disrupt the impact of | |
| and/or political | Consistently disrupts the | racism, that impact the | historical factors, including | |
| factors that may | impact of historical factors, | school community. | structuralized racism, that | |
| impact individuals | including structuralized | Regularly solicits feedback | impact the school | |
| IIIIpact IIIulviuuais | racism, that impact the | from a range of | community. | |
| and groups. | school community. | stakeholders, especially | Sometimes solicits feedback | |
| Identifies when | Regularly solicits feedback | those who are different from | from a range of stakeholders | |
| disagreements or | from a range of | him/her/them. | who are different from | |
| conflicts occur | stakeholders, especially | Communicates effectively | him/her/them. | |
| across lines of | those who are different | with a range of stakeholders, | Communicates with a range | |
| deross illes of | from him/her/them. | especially those who are | of stakeholders, including | |
| difference and | Communicates effectively | different from | those who are different from | |
| ensures multiple | with a range of | him/her/them. | him/her/them, with mixed | |
| perspectives are | stakeholders, especially | Consistently advocates | results. | |
| | those who are different | for additional resources | Consistently | |

| 2b. Set priorities & monitor progress: Sets priorities aligned | Indicators | | | | | | | | | | | | collaborative vision. | others, and share a | define, invest | principal to create, | collaborates with | VISION: Effectively | za. Establish | 70 Fatablish | Indicators | at high levels whi | Competency 2: Su | | | acknowledged and affirmed. |
|--|-------------------|---|---|------------------------------|---|--------------------------------|--|-----------------------------|--|---------------------------------|----------------------|--------------------------|----------------------------|---|------------------|-----------------------------|--------------------------|------------------------|------------------------------|---------------------------------|------------------|--|---|---|---|---|
| Consistently collaborates with internal and external stakeholders to set and monitor priorities aligned to | Highly Effective | Look for examples: Codified vi plan | school's vision. | the core tenants of the | developed mission. All staff can articulate | initiatives are aligned to the | All academic and climate | regarding school planning | Consistently articulates the vision in all communication | | lead to all students | and continuous learning | of how equitable practices | Vision paints a clear picture | vision. | collaborate on the | stakeholders together to | internal and external | principal to bring groups of | • Effectively collaborates with | Highly Effective | le ensuring an enviro | apports a vision that | Look for examples: LRE; dispro | additional resources and supports for school. | from him/her/them.Consistently advocates for |
| Regularly, collaborates with internal and external stakeholders to develop and monitor goals aligned to the | Effective | ision; communication and planr | can articulate the core tenants of the school's vision. | | climate initiatives are aligned to the developed | Most academic and | regarding school planning | vision in all communication | Regularly articulates the | students achieving at high | learning lead to all | practices and continuous | picture of how equitable | Vision paints a clear | vision. | dayslopment of the school's | stakeholders together to | internal and external | principal to bring groups of | Regularly collaborates with | Effective | at high levels while ensuring an environment of continuous | Competency 2: Supports a vision that is rooted in equitable | Look for examples: LRE; disproportionality; staff/parent communication | | and supports for school. |
| Collaborates with internal and external stakeholders to develop and monitor goals aligned to the SIP, assigned | Needs Improvement | Look for examples: Codified vision; communication and planning materials that reference vision; social-emotional school plan | VISIOTI. | core tenants of the school's | developed mission. Some staff can articulate the | aligned to the | Some academic and | and goal setting. | regarding school planning | Sometimes articulates the : | continuous learning. | practices and | | Vision makes | school's vision. | together to collaborate on | external stakeholders | groups of internal and | with principal to bring | Inconsistantly collaborates | | | practices where all students can achieve | nunication | and supports for school. | advocates for additional resources |
| Does not demonstrate Needs Improvement behaviors. | Ineffective | ion; social-emotional school | | | | | | | | | | | | | | | | behaviors. | Needs Improvement | - Doos not domonstrate | Ineffective | | tudents can achieve | | | |

| 3a. Attract, select, and retain talent: | Indicators | Competency 3: | | | | | adjustments. | individuals in those | appropriate | goals. Invests | | order to reach | refine plans in | monitoring data to | progress | on results. Acts on | on results: Acts on | strategies based | 2c. Adjust | Indicators | | | | | | | | | | | | priorities. | rowards triose | +owards +boss | to the vision and |
|---|-------------------|---------------------------|--|--------|---------------------------|-------------------------|--------------------|---------------------------|--------------------------|---------------------------------|---------------------------------------|-----------------------|-------------------------|--|--|----------------------------|-------------------------------|-----------------------------|---|-------------------|------------------|--|-------------|-----------------|------------------------|------------------------|---|---|-----------------------------|-------------------------------|------------------------------|----------------------------|-------------------------|---|---|
| The hiring process is equitable, rigorous, and results in a highly diverse | Highly Effective | Collaborate to build an | Look for examples: structures Based Allocation Plans | goals. | increase progress towards | instructional design to | make changes to | level team meetings to | intervention and grade- | All instructional staff utilize | necessary adjustments | develop plans to make | data and collaborate to | All staff can analyze the | goals. | determine progress towards | triangulate data to | with the leadership team to | Consistently collaborates | Highly Effective | Allocation Plans | Look for examples: Complete | monitoring. | during progress | equity gaps before and | Proactively identifies | priorities. | progress towards | the right time, to monitor | reviewing the right data at | including collecting and | assessment data, | formative and summative | Effectively utilizes | the SIP, assigned goals, and school vision. |
| The hiring process is equitable, rigorous, and results in a somewhat | Effective | n efficient and effective | Look for examples: structures for progress monitoring; data reports; agendas for planning meetings; PLCs; SIP; Student-Based Allocation Plans | goals. | increase progress towards | instructional design to | to make changes to | grade-level team meetings | utilize intervention and | Most instructional staff | necessary adjustments | develop plans to make | data and collaborate to | Most staff can analyze the | towards goals. | determine progress | triangulate data to | the leadership team to | Regularly collaborates with | Effective | | Look for examples: Completed SIP that connects to vision; structures for progress monitoring; data reports; Student-Based | | | monitoring. | gaps while progress | Regularly identifies equity | priorities. | to monitor progress towards | right data at the right time, | collecting and reviewing the | assessment data, including | formative and summative | In most cases, utilizes | SIP, assigned goals, and school vision. |
| There are processes in place for identifying and filling vacancies, though they may | Needs Improvement | ve school team. | eports; agendas for planning me | goals. | increase progress towards | instructional design to | make changes to | level team meetings to | intervention and grade- | | In some instances | ary adjustment: | 9 9 | data and collaborate to | Some staff can analyze the | progress towards goals. | triangulate data to determine | with the leadership team to | Inconsistently collaborates | Needs Improvement | | uctures for progress monitoring | | | | monitoring. | equity gaps while progress | Inconsistently identifies | priorities. | progress towards | data to monitor | summative assessment | utilizes formative and | In some instances, | goals, and school vision with some inconsistencies. |
| Does not demonstrate Needs Improvement behaviors. | Ineffective | | eetings; PLCs; SIP; Student- | | | | | | | | | | | | | | behaviors. | Needs Improvement | Does not demonstrate | Ineffective | | ;; data reports; Student-Based | | | | | | | | | | | | | |

| Effectively | staff. | diverse staff. | not be equitable or rigorous, | |
|-------------------------|---|--|--|---------------------------|
| collaborates with the | The hiring process prioritizes | The hiring process prioritizes | and do not result in a | |
| principal to support | early hiring for teaching | early hiring for teaching | The hiring process does not | |
| in building diverse | vacancies filled before the | vacancies filled before the | full i | |
| talent benches | start of school with Highly | start of school with Highly | teaching staff, resulting in | |
| throughout the year | Qualified external hires or | Qualified external hires or | some vacancies at the start | |
| and actively manages | Effective/Highly Effective | Effective/Highly Effective | of school, and some | |
| toom rottontion with | internal hires. | internal hires. | vacancies filled by external | |
| reallietelltion with | Identifies, develops and | Identifies, develops and | hires who are not Highly | |
| a rocus on | invests in high performers | invests in high performers | Qualified or Needs | |
| motivation of | with leadership potential for | with leadership potential for | Improvement internal hires. | |
| individuals and | key school or district | key school or district | Recognizes high | |
| differentiated | leadership roles. Supports | leadership roles. Supports | performers by showing | |
| retention efforts | systems to retain all high | systems that retain most | public and individual | |
| Note: This indicator | performers except for those | high performers. | appreciation for their | |
| does not apply to | resign for reasons unrelated | hased succession | Supports systems that | |
| the Dean position. | to the school. | planning. | retain some high | |
| | Supports school-based | Most under-performing staff | performers. | |
| | succession planning and | are identified and have | Most underperforming staff | |
| | actively coaches other | documented support plans | are identified, though only | |
| | leaders to prepare them for | in place. | few may have documented | |
| | the flext role. | | plans in place and/or only | |
| | All under-performing staff | | few may be receiving the | |
| | are quickly identified and | | supports laid out in the plan. | |
| | have documented support | | | |
| | look for examples: Hiring prod | ess documentation: vacancy list | det en de de la compara de la comparación | n plans: performance data |
| | High Large attention | T&C ation | | in the state of |
| Sh Distributo | Cultivates highly effective | • Structures offertive staff | Identifies staff members with | • Does not demonstrate |
| | | | | |
| leadersnip: | credibility and skillset to | responsibilities, such that | skillsets. Structures staff with | behaviors. |
| Prioritizes, delegates, | keep the school effectively | team members work well | generally clear norms, roles, | |
| and tracks work in a | driving towards its goals | together to achieve the | and responsibilities, but the | |
| way that leverages | even in the principal's | school's goals. | team does not always | |
| own strengths and | absence. | Delegation and day to day | function effectively to | |
| the strengths of staff. | Delegation and day to day | prioritization are informed | achieve the school's goals. | |
| Ć | prioritization are driven by | by consistent progress | Delegation and day to day | |
| | consistent progress | monitoring of the school's | prioritization are sometimes | |
| | monitoring of the school's | priorities, goals and vision. | informed by progress | |

| | uses the same supporting evidence for multiple staff | | | |
|---|--|--|---|-----------------------------|
| | observation conferences, | evidence for ratings. | | |
| | provide coaching during post | shares robust supporting | | |
| | clarify high expectations or | procedures; almost always | | |
| | misses the opportunities to | full fidelity to policies and | for ratings. | |
| | compliance activity (e.g., | members' evaluations with | robust supporting evidence | |
| | evaluations as more of a | Always completes all staff | procedures; always shares | |
| | procedures but conducts | conversations, as needed. | full fidelity to policies and | |
| | full fidelity to policies and | and has difficult | members' evaluations with | |
| | members' evaluations with | throughout the school year | Always completes all staff | |
| | Always completes all staff | and timely feedback to staff | conversations, as needed. | |
| | conversations. | Gives honest, actionable | and has difficult | Dean position. |
| | having difficult | areas of growth. | throughout the school year | not apply to the |
| | feedback and avoids | members' key strengths and | timely feedback to staff | not apply to the |
| | Inconsistently gives | Can describe all staff | Gives honest, actionable and | This indicator does |
| | members. | their pursuit of goals. | areas of growth. | conversations. Note: |
| | growth across staff | the school has provided in | members' key strengths and | coaching |
| | strengths and areas of | can identify supports that | Can describe all staff | and sustained |
| | Can summarize common | their professional goals and | pursuit of goals. | effective evaluation |
| | | Most staff can articulate | school has provided in their | יווים נוויסמצוו |
| | | areas of growth. | identify supports that the | +:mo +broab |
| | the supports provided by | as well as address their | professional goals and can | performance over |
| | their professional goals and | staff members' strengths, | All staff can articulate their | improved |
| | Some staff can articulate | appropriate, to leverage | growth. | in staff and drives |
| | common areas of growth. | opportunities, as | and address their areas of | professional growth |
| | staff members' top | professional development | take the initiative to share | commitment to |
| behaviors. | opportunities that address | wide or targeted | empowers staff members to | מבווסוזנו מנכז מ |
| • Does not demonstrate Needs Improvement | Provides school-wide | team to provide school- | Creates a learning and development culture that | Demonstrates a |
| Ineffective | Needs Improvement | Effective | Highly Effective | Indicators |
| | | 100 | redin meering agendas | |
| roles and responsibilities; | progress monitoring tools; staff | Look for examples: School schedule; daily personal schedule; progress monitoring tools; staff roles and responsibilities; | Look for examples: School sch | |
| | be delegated to others. | | | |
| | distracted by work that could | | scriedale. | |
| | Sport: is sometimes | | vision; aurieres to triat | |
| | the school's vision but is | | central to the school's | |
| | address priorities related to | adheres to that schedule. | priorities that are most | |
| | Sets own daily schedule to | the school's vision; mostly | daily schedule to address | |
| | priorities, goals and vision. | | Strategically plans own | |
| | monitoring of the school's | Sets own daily schedule to | priorities, goals and vision. | |

| | l nok for examples: staff goals | memb | members). | 1 check-in schedules: |
|--------------------------------|--|---|---|--|
| | conversations with school staff | f; professional development pla | | induction and supports |
| Indicators | Highly Effective | Effective | Needs Improvement | Ineffective |
| 3d. Allocate | Provides strategic support to | • Is strategic about structuring | Structuring of the school | Does not demonstrate |
| resources: | the principal to ensure the | the school schedule to | schedule is not always | Needs Improvement |
| Supports | school schedule efficiently | efficiently utilize staff | strategic or efficient in | behaviors. |
| deployment of all | the school's goals. | capacity to meet the school's | Periodically reviews the | |
| human and | Supports the principal by | Frequently monitors the | school budget and | |
| financial assets in | frequently monitoring the | school's finances. | finances. | |
| service of school's | school's finances and | | | |
| vision and goals | utilization of the school budget. | | | |
| | Look for examples: school schedule; budget reports | edule; budget reports | | |
| Indictors | Highly Effective | Effective | Needs Improvement | Ineffective |
| 3e. Enact district | Fulfills all compliance and | Fulfills almost all compliance | Fulfills the most urgent and | Does not demonstrate |
| policies, legal requirements & | | responsibilities on time and | reporting responsibilities on | behaviors. |
| school procedures: | Is strategic about managing compliance and reporting | Is strategic about | time and with no errors, but delays fulfilling other | |
| Manages district, | requirements to serve the | managing compliance | responsibilities. | |
| state and federal | school's needs. | and reporting | Misses opportunities | |
| compliance | | requirements to serve | to be strategic about | |
| requirements in | | the school's needs. | managing compliance | |
| service of school's | | | requirements to serve | |
| vision and goals. | | | the school's needs. | |
| | Look for examples: Department reporting (e.g. | nt reporting (e.g. Finance, SPED, | , HR); newsletter; team meeting agendas; district reports | agendas; district reports |
| Competency 4: N | Mobilize others and bu | build coalitions to supp | support progress towards school's vision. | school's vision. |
| Indicators | Highly Effective | Effective | Needs Improvement | Ineffective |
| 4a. Communicate | Consistently | Regularly communicates | Rarely communicates with | Does not demonstrate |
| effectively: Chooses | communicates with | with stakeholders in an | stakeholders in an inclusive | Needs Improvement |
| appropriate and | stakeholders in an | inclusive and culturally | and culturally proficient | behaviors. |
| compelling | proficient manner. | Regularly provides | Provides information in | |
| communication | Consistently provides | information in different | different formats through | |
| | information in different | formats through different | different media in order to | |

| ccess and orm ons. • ss and stricts for otly ities for other or other ores. | Consistently engages with families in a way that is culturally responsive and collaborative to ensure that all families are welcome and can contribute to the classroom, school, and community's effectiveness. Proactively solicits stakeholder input in | ently ently that to tematic for te, emails, | |
|---|--|--|--|
| ty in processes. r families to ivities sed on their | EffectiveNeeds ImprovementIneffectiveRegularly engages with families in a way that is culturally responsive and collaborative to ensure that all families are welcome and can contribute to the classroom, school, and community's effectiveness.• Inconsistently engages with families in a way that is culturally responsive and collaborative to ensure that all families are welcome and can contribute to the classroom, school, and community's effectiveness.• Inconsistently includes parents, families and the larger parents families and the larger parents families and the larger | ure communication with nembers of the nmunity. st communication vides for the timely, poseful sharing of rmation within the coll community. ystems; communication plans; exan | |

| | 0 | (ייימימייים) במיימיים), במייווימיייל במיצבוימימבי מאמי בובים מי סניסטי פסמ | 5.00. 800. 5.00 kg 6.00 kg 6.0 | 000000000000000000000000000000000000000 |
|---------------------|---|--|--|--|
| Indicators | Highly Effective | Effective | Needs Improvement | Ineffective |
| 4c. Influence & | Collaborates with principal | Collaborates with | Collaborates with principal | Does not demonstrate |
| | to establish clear and | principal to establish clear | to establish some processes | Needs Improvement |
| nthore Inchires | effective processes for all | and effective processes | for all staff to engage in | behaviors. |
| odlets: Ilispires | staff to engage in school | for most staff to engage | school change efforts. | |
| stakeholders to | change efforts. | in school change efforts. | Inconsistently anticipates, | |
| make changes | Consistently anticipates, | Anticipates, identifies and | identifies and works to | |
| necessary to | identifies and works to | works to remove barriers to | remove barriers to | |
| reaching school | remove barriers to positive | positive change. | positive change. | |
| goals. | change. | Develops the capacity of | Develops some capacity of | |
| (| Proactively develops the | staff to use data for decision- | staff and other stakeholders | |
| | capacity of staff and other | making. | to use data for decision- | |
| | stakeholders to use data for | | making. | |
| | dedison-maning. | | | |
| | Effectively conveys rationale | | | |
| | and/or connections to school | | | |
| | and district goals when | | | |
| | Look for examples: strategies | Look for examples: strategies and plans for change; challenging goals for school and students; SIP; leadership team | ng goals for school and students | ; SIP; leadership team |
| | structure (e.g. committees and | structure (e.g. committees and sub-committees) and agendas | | |
| Indicators | Highly Effective | Effective | Needs Improvement | Ineffective |
| 4d. Build external | Collaborates with principal | Collaborates with principal | Collaborates with principal | Does not demonstrate |
| partnerships: | to maximize partnerships | to establish partnerships | to communicate with | Needs Improvement |
| Identifies. | with community | with community | community organizations, | behaviors. |
| cultivates and | organizations, community | organizations, community | community members and | |
| sustains beneficial | members and businesses at | members and businesses at | businesses at the local, | |
| relationships that | level to benefit the school. | level to benefit the school. | benefit the school. | |
| support progress | Partnerships successfully | Understands and interacts | Is aware of community | |
| towards school's | impact school | with community | organizations that provide | |
| vision and goals | effectiveness. | organizations that provide | health, social, and other | |
| vision and goals. | Understands and utilizes | health, social, and other | services to families. | |
| | community organizations | services to families. | | |
| | that provide health, | | | |
| | social, and other services | | | |
| | to families. | | | |
| | Look for examples: communit | Look for examples: community and business partnerships; resources for families; community resources support of | sources for families; community | resources support of |
| | classroom learning | | | |

| Indicators | Highly Effective | Effective | Needs Improvement | Ineffective |
|-----------------------|--|--|---|--|
| 4e. Demonstrate | Demonstrates an | Understands the diversity of | Recognizes the diversity of | Does not demonstrate |
| professionalism: | appreciation for the | the school community. | the school community. | Needs Improvement |
| leads with honesty | diversity in the school | Fosters a shared | Introduces a shared | behaviors. |
| Ecado wici ilolicacy, | community, and recognizes | commitment to high | commitment to high | |
| Integrity and ethical | it is an asset to the school. | standards of teaching and | standards of teaching and | |
| principles and | Leads staff in a shared | learning and high | learning and high | |
| through reflective | commitment to high | expectations for all students. | expectations for all students. | |
| practice, builds | standards of teaching and | Regularly reflects on and | Occasionally reflects on | |
| capacity for | learning and high | improves leadership | leadership practice and sets | |
| professionalism in | expectations for all students. | practice and sets | individual goals for | |
| ** | Consistently models that | meaningful individual goals | development. | |
| others. | commitment for staff. | for development. | | |
| | Consistently reflects on and | | | |
| | improves leadership practice | | | |
| | and sets meaningful | | | |
| | individual goals for | | | |
| | development using relevant | | | |
| | school data and emerging | | | |
| | research. | | | |
| | Models the | | | |
| | commitment to | | | |
| | continuous learning | | | |
| | and improvement | | | |
| | Look for examples: individual performance goals | performance goals | | |
| Competency 5: N | laintain systems to e | nsure all students incl | Competency 5: Maintain systems to ensure all students inclusive of subgroups have access to a | ive access to a |
| rigorous academ | rigorous academic program that supports student learning | orts student learning. | | |
| Indicators | Highly Effective | Effective | Needs Improvement | Ineffective |
| 5a. Build a culture | Collaborates with the | Collaborates with the | Collaborates with the | Does not demonstrate |
| of high | principal to set a vision for | principal to set a vision for | principal to set a vision for | Needs Improvement |
| evnectations: | instructional excellence | instructional excellence that | instructional excellence that | behaviors. |
| expectations. | that engages all students in | engages all students in | engages all students in | |
| ESTABIISTIES A | rigorous content and | rigorous content and results | rigorous content and results | |
| culture where all | results in enthusiasm for | in enthusiasm for learning. | in enthusiasm for learning. | |
| students engage | learning. | Most of the leadership team | Some of the leadership | |
| with rigorous | Consistently ensures all | and instructional staff are | team demonstrate | |
| content, which | stakenoiders are knowledgeable of the | instructional vision and the | instructional vision and the | |
| | 0 | | | |

| curriculum that aligns to standards and school instructional vision. In some instances, implements an observation-feedback cycle that provides teachers with action steps. Sometimes sets goals and measures of success for instructional leadership development, including norming on observation and feedback, goal setting, and development of action steps. | In some instances, implements an observat feedback cycle that provide teachers with action stees. Sometimes sets goals are measures of success for instructional leadership development, including norming on observation feedback, goal setting, a development of action steps. | grade-level and content planning meetings. Implements an observation-feedback cycle that provides teachers with action-steps on a regular cycle. Sets goals and measures of success for instructional leadership development, including norming on observation and feedback, goal setting, and development of action steps. | Consistently sets clear goals Consistently sets clear goals and measures of success for instructional leadership development, including | |
|---|---|---|---|---------------------------|
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| | | | | |
| | | | יייפור יראכו מפר מכנוסוו פנכלים | |
| | | | nigh- leverage action stens | |
| | | | that provides teachers with | |
| | | | Observation-reedback cycle | |
| | | | • Consistently implements an | |
| | | | meetings. | position. |
| | | | level and content planning | apply to the Dean |
| | | | implementation of grade- | indicator does not |
| ides | | | facilitate, and support the | students. Note: This |
| ion- lides JS. | | | schedule to supervise, | Instruction for all |
| ides | | grade-level and content planning meetings. | instructional leadership | appropriate |
| ides | | grade-level and content | alignment of the | |
| ides | | נוופ ווווסופווופוייסיוסוו סו | Effectively supports the | grade- level |
| On- | | +50 100000000000000 | vision. | standards-aligned, |
| | | In most instances, supports | and school instructional | implement |
| | ווואנו מכנוטוומו | instructional vision. | alignment with standards | leaders to plan and |
| | in the lotter of | the standards and school | periodic reviews to ensure | Leachers and |
| | standards and school | and teachers that aligns with | and teachers through | toochors and |
| | curriculum that aligns to | from the leadership team | engages the leadership team | curality: Supports |
| | principal to select | select curriculum with input | to select curriculum and | instruction is high- |
| with • Does not demonstrate | Collaborates with | Collaborates with principal to | Collaborates with principal | 5b. Ensure |
| Needs Improvement Ineffective | Needs Im | Effective | Highly Effective | Indicators |
| evidence of instructional vision embedded in agendas, professional developments, and community meetings | sional developm | n embedded in agendas, profes | evidence of instructional vision | |
| Look for examples: student goal setting conferencing plans; schedules; programs; photographs of celebrations; | chedules; progr | al setting conferencing plans; s | Look for examples: student g | |
| | | | regularly. | |
| | | | learning and achievement | |
| | | achievement quarterly. | that celebrate student | |
| nent. | and achievement. | student learning and | implement schoolwide rituals | |
| celebrate student learning | celebrate stu | rituals that celebrate | stakeholders to develop and | |
| ituals that | schoolwide rituals that | implements schoolwide | Collaborates with | the Dean position. |
| nts | and implements | Regularly develops and | long-term goals. | does not apply to |
| y develops | Inconsistently develops | short and long- term goals. | levels and their short and | Inis indicator |
| vals. | long- term goals. | academic levels and their | their current academic | learning. Note: |
| can articulate their short and | can articulate | can articulate their current | All students can articulate | |
| In some instances, students | In some instances, str | In most instances, students | school's aligned goals. | enthusiasm for |

| | feedback, goal setting, and development of action steps. | | | |
|--|--|---|---|--|
| | Look for examples: observation PD schedules | on notes and associated feedbac | Look for examples: observation notes and associated feedback; leadership team coaching plans; leadership team-focused PD schedules | ns; leadership team-focused |
| Indicators | Highly Effective | Effective | Needs Improvement | Ineffective |
| with data: Uses data to focus instructional initiatives and resources to promote student growth and mastery. | Regularly collaborates with principal to create and sustains a data-driven decision-making model that is embedded in all professional developments, grade level/content team meetings, leadership team meetings, etc. Effectively analyzes data to determine the need and distributes resources (human capital, materials, etc.) in support of achieving the goals in the SIP on a frequent basis. Consistently, ensures instructional staff can independently articulate instructional programming and its alignment to student achievement data. | Collaborates with principal to create and sustains a data-driven decision-making model that is embedded in leadership team and grade level/content team meetings. In most instances, analyzes data to determine the need and distributes resources in support of achieving the goals in the SIP on a regular basis. Ensures most of the leadership team can articulate the core components of the instructional programming and its alignment to student achievement data. | Regularly collaborates with principal to create and sustains a sustains a data-driven decision-making model that sis embedded in all professional developments, grade level/content team meetings, etc. Effectively analyzes data to determine the need and determine the need and distributes resources (human capital), materials, etc.) in support of achieving the poals in the SIP on a regular independently articulate instructional programming and its alignment to student achievement data. Nometimes utilizes a data-driven decision-making and its alignment to student assis. Needs improvement data. Needs improvement data. Needs improvement data. Dos not demonstrate driven decision-making and its alignment to student achievement data. | Does not demonstrate Needs Improvement behaviors. grade level meeting agenda |
| Indicators | Highly Effective | Effective | Needs Improvement | Ineffective |
| 5d. Foster collective | Collaborate with principal to | Collaborate with principal to | Collaborate with principal to | Does not demonstrate |
| academic | create and implement | create and implement | create and implement | Needs Improvement |
| leadership: Ensures | systems for all leadership | systems for all leadership | systems to deliver regular, | behaviors. |
| reader simp. Ensures | team members to deliver | team members to deliver | consistent, and actionable | |
| school team shares | regular, consistent, and | regular, consistent, and | feedback to instructional | |
| ownership for | actionable feedback aligned | actionable feedback to | staff some of the time. | |
| student learning. | to instructional staff's | In most instances creates | Creates and sustains systems | |
| does not apply to | Effectively creates and | and sustains systems and | collaborative planning but | |
| aces not apply to | sustains systems and | structures, according to the | may be inconsistently | |

| the Dean position. | structures, according to the | agreed upon rhythm, that allow for collaborative | implemented and not follow the agreed upon rhythm. | |
|----------------------|---|--|--|--|
| | allow for collaborative | planning with a meeting | In some instances, | |
| | planning and ensures that | protocol. | establishes and monitors | |
| | professional learning groups | Establishes and monitors | systems that allow for the | |
| | have consistently | systems that allow grade- | leadership team lead | |
| | implemented protocols for | level/content teams to | effective meetings focused | |
| | discussion and feedback. | lead effective meetings | on student assessment data. | |
| | Regularly establishes and | focused on student | Can articulate student | |
| | monitors systems that allow | assessment data. | achievement goals and | |
| | grade- level/content teams to | Most leadership team | measures for | |
| | lead effective meetings | members including the | determining progress | |
| | focused on student | school leader can articulate | some of the time. | |
| | assessment data and student | student achievement goals | | |
| | work that drives instruction. | and measures for | | |
| | All leadership team | determining progress. | | |
| | members including the | | | |
| | school leader can | | | |
| | articulate student | | | |
| | measures for | | | |
| | determining progress. | | | |
| | Look for examples: collaborati | Look for examples: collaborative planning meetings; data-driven instr | /en instructional plan; team meeting/PLC agendas | ting/PLC agendas |
| Indicators | Highly Effective | Effective | Needs Improvement | Ineffective |
| 5e. Ensure equity | Regularly develops and | Develops and | In some instances, | Does not demonstrate |
| focused | supports the implementation | supports the | implements a structure | Needs Improvement |
| accountability | of a tiered intervention | implementation of a | for tiered intervention in | behaviors. |
| systems: Regularly | climate. | structure for | Creates and sustains a data | |
| reviews qualitative | Effectively creates and | academics. | review protocol to identify | |
| and quantitative | sustains a data review | Creates and sustains a data | academic and culture equity | |
| outcomes to identify | protocol to identify | review protocol to identify | gaps within the student | |
| any disparities | academic and culture | academic and culture equity | population during | |
| hotwoon subgroups | equity gaps within the | gaps within the student | leadership team meetings | |
| perween subgroups | student population | populations during | and intervention team | |
| and ensures action | during leadership team | leadership team meetings | meetings at least twice per | |
| plans that focus on | meetings, intervention | and intervention team | year. | |
| achieving equity and | team meetings, and | meetings on a quarterly | Reviews the SIP at least | |
| excellence for all | grade-level and content | | twice per year to identify | |
| populations. | team meetings on a | Reviews the SIP on a | resources to support the | |
| 3 | monthly basis. | quarterly basis to | academic programming for | |

| analysis across grade levels | Look for examples: academic a | subgroups. | programming for | to support the academic | SIP to identify resources | Consistently reviews the |
|------------------------------|---|------------|-----------------|-------------------------|---------------------------|--|
| | Look for examples: academic and climate intervention plans; intervention te | | subgroups. | programming for | support the academic | identify resources to |
| | ns; intervention team agendas/m | | | | | subgroups. |
| | am agendas/meeting notes; data protocol; data | | | | | |

EMPLOYMENT AGREEMENT

THIS AGREEMENT is made and entered into this 25th day of July, 2019, by and between THE BOARD OF SCHOOL COMMISSIONERS OF THE CITY OF INDIANAPOLIS ("Board" or "IPS") and ALEESIA JOHNSON ("Mrs. Johnson").

Recitals

- Α. The Board wants to employ Mrs. Johnson as Superintendent of the Indianapolis Public Schools, and Mrs. Johnson wants to be employed in that capacity.
- B. The Board and Mrs. Johnson are reducing to writing the terms of Mrs. Johnson's employment, such terms to include, supplement, and modify, where applicable, the Regular Teacher's Contract which, to the extent required by law, will be entered into by the Board and Mrs. Johnson.

NOW, THEREFORE, in consideration of the matters set forth in the Recitals and of the mutual promises hereinafter set forth, it is agreed as follows:

ARTICLE I

EMPLOYMENT AND TERM

Section 1.1 Employment Term. The Board hereby employs Mrs. Johnson as Superintendent of the Indianapolis Public Schools ("IPS"), and Mrs. Johnson agrees to be employed as Superintendent. The term of her employment with IPS (the "Employment Term") shall begin upon approval of this Agreement by the Board ("Effective Date") and end on June 30th, 2022 ("Expiration Date"); provided, however, that the Employment Term and this Agreement may be extended pursuant to Section 1.3 of this Agreement or terminated prior to the Expiration Date as provided in Sections 1.4 and 1.5 of this Agreement.

Section 1.2 Employment Year. The first year of the Employment Term shall be from the Effective Date until June 30th, 2020. After the first year, an Employment Year shall begin July 1st Section 1.3 Extension of Employment Term and this Agreement. If, after each year of the Employment Term, Mrs. Johnson is evaluated by a majority of the Board as either an overall "Effective" or "Highly Effective", then one (1) additional year shall be added to the Employment Term. Any other extensions of this Agreement and the Employment Term must be by mutual agreement in a document signed by the parties.

Section 1.4 Termination. This Agreement and Mrs. Johnson's employment with IPS (as Superintendent and in any other capacity, including employment pursuant to any underlying teacher contract) may be terminated:

- (a) By the parties through written mutual consent;
- (b) By the resignation or retirement of Mrs. Johnson;
- (c) By the Board or Mrs. Johnson on the Expiration Date (including any extensions) as provided in IC 20-28-8-7, as it may be amended;
- (d) Without action of the parties upon the death, disability (as defined in the Board's disability insurance policy) or incapacity of Mrs. Johnson. If a question exists concerning the capacity of Mrs. Johnson to serve as Superintendent, the Board, at its own cost, may require her to submit to a medical examination by a licensed physician;
- (e) Without action of the parties if Mrs. Johnson fails to maintain a valid license or certificate evidencing her qualifications to serve as superintendent of a public school corporation in Indiana, as required by Indiana law and the regulations of the Indiana Department of Public Education;
- (f) By the Board for cause as set forth in I.C. 20-28-7.5-1, as it may be amended, according to the procedures in I.C. 20-28-8-7, as it may be amended.

<u>Section 1.5 Discontinuation, Release and Severance Payment</u>. Notwithstanding any other provision in this Agreement, the Board shall have the right to discontinue Mrs.

Johnson's employment in all capacities and terminate this Agreement and any underlying teacher contract ("Discontinuation") as follows:

- (a) The Board shall give written notice of Discontinuation to Mrs. Johnson;
- (b) Mrs. Johnson shall immediately submit her resignation in all capacities (e.g., Superintendent and teacher) to the Board effective on the date specified by the Board in its notice of Discontinuation or such other date as mutually agreed to in writing by the parties;
- (c) The Board and Mrs. Johnson shall refer to the reason for such resignation as "philosophical differences" or such other description as the Board and Mrs. Johnson shall mutually agree to in writing;
- (d) Mrs. Johnson shall sign and not revoke a release in a form acceptable to the Board in which she, among other things, to the extent permitted by law, releases the Board and all related individuals and entities (the "Releasees") from any and all claims that exist in whole or in part as of the date of the release and covenants, to the extent permitted by law, not to sue or bring any legal action against IPS or any of the Releasees on any basis whatsoever (the "Release") and the Release shall include a provision in which the Board and its individual members release Mrs. Johnson from any and all claims that exist in whole or in part as of the date of the release and covenants, to the extent permitted by law, not to sue or bring any legal action against Mrs. Johnson on any basis whatsoever;
- (e) After the Release becomes effective, the Board shall pay Mrs. Johnson the lesser of one (1) year of her base salary or Two Hundred and Fifty Thousand dollars (\$250,000.00). The payment will be in a lump sum (or such other manner as mutually agreed to by the parties in writing), minus applicable taxes and withholdings.

These payments are contingent upon Mrs. Johnson executing the Release in the form tendered by the Board and not revoking or otherwise challenging the Release. If Mrs. Johnson challenges the Release in any way, she shall be obligated immediately to repay to the Board any amounts the Board already has paid to her under this Section, and the Board shall not be obligated to make any further payments to her under this Section. The parties agree that if Mrs. Johnson's employment and this Agreement are terminated for any other reason than Discontinuation under this Section, then the Board will pay Mrs. Johnson all amounts earned through the last day of her employment, but there will not be any severance, buyout or other payment to her.

ARTICLE II

DUTIES

Mrs. Johnson shall serve the Board as the Superintendent of IPS, and she shall have such duties as may be prescribed by law and as are assigned by the Board from time to time. Specifically, these duties shall include: directing and assigning teachers and other employees of the schools; having administrative authority and responsibility for the assignment, reassignment and evaluation of all personnel in the District; advising the Board on educational matters; develop, implement and maintain a system of school improvement and education accountability; organizing, reorganizing and arranging the administrative and supervisory staff, including instruction and business affairs, as best serves the District; exercising general oversight over the District, including directing staff, in order to determine problems and needs and implement improvement; assuming administrative responsibility and leadership for the planning, selection, implementation, operation, supervision and evaluation of curriculum, professional development, school improvement strategies, programs, services and facilities of the District; recommending to the Board for adoption such policies as she may consider necessary for the efficient and effective operation of the District; developing and implementing regulations, rules and procedures deemed necessary for the well ordering of the District; preparing and recommending an annual budget to the Board; and in general performing all duties as may be prescribed by District policy, state and federal law, and as reasonably assigned by the Board from time to time. Without the

written consent of the Superintendent, the Board shall not reassign the Superintendent to any other position in the District nor shall it reassign the duties of the Superintendent to other employees in the District. Mrs. Johnson shall devote her full time, attention, knowledge and skills to accomplish in an effective and professional manner the duties and responsibilities of the office of the superintendent, as required by the laws of the State of Indiana and by Board policy.

ARTICLE III

BOARD/SUPERINTENDENT RELATIONSHIPS AND COMMUNICATIONS

The Board and the Superintendent are committed to developing and maintaining positive working relationships and communications. To assist in developing and maintaining such positive working relationships, no later than September 30, 2019, the Board and the Superintendent shall meet to discuss and agree on the process and procedures for how they shall communicate and work together. In addition, at least annually thereafter, the Board and the Superintendent shall meet to review and discuss the process and procedures for communicating and working together and shall revise, if necessary, their process and procedures for communicating and working together. To further support positive working relationships and communications, the Board, individually and collectively, shall refer to the Superintendent for her review and follow up of significant criticisms, complaints and suggestions called to their attention regarding the operation and performance of the District.

ARTICLE IV

Professional Growth

<u>Section 4.1 Professional Growth</u>. The Board expects Mrs. Johnson, as a condition of her employment, to continue her professional growth and education through participation in appropriate meetings and activities, such as the following:

(a) Operations, programs and other activities conducted or sponsored by local, state

5

and national associations of school administrators and school boards, including membership dues for such organizations;

(b) Meetings of the State Superintendent, State Board of Education and other boards and/or persons whose particular skills, knowledge, information or background would serve to assist and improve the capacity of Mrs. Johnson in performing her duties.

Section 4.2 Payment for Professional Growth and other Legitimate Business Expenses. The Board will pay/reimburse Mrs. Johnson for the reasonable expenses for the professional growth activities set forth above as well as other reasonable and legitimate business expenses. The Board will allocate a specific amount for such expenses in its annual budget. For the first year of this Agreement, this amount shall be six thousand dollars (\$6,000). To be paid/reimbursed, records of such expenses must be submitted to the Board in a form and manner acceptable to the Board; and provided further that payment/ reimbursement is not prohibited by law or regulation, has been approved by the Board and does not exceed the amount established in the budget for that purpose. In addition, if at a mutually agreeable time in the future, Mrs. Johnson enrolls in courses to earn a doctorate degree in education and completes and passes the courses, then the Board will reimburse Mrs. Johnson for the reasonable cost of the tuition upon her submission of appropriate documentation in a form and manner acceptable to the Board.

ARTICLE V

Consulting Activities

The Board shall permit Mrs. Johnson from time to time to serve as a consultant to other school systems or educational agencies, lecture, engage in writing activities and speaking engagements, and similar activities of a short-term duration, at her discretion. Prior to engaging in any consulting or speaking activities, Mrs. Johnson shall notify the Board President concerning any outside consulting or speaking activities that she plans to undertake. In performing outside

activities, Mrs. Johnson must utilize personal or vacation days provided to her under the terms of this Agreement or the Board's policy applicable to administrators of her management classification. Alternatively, Mrs. Johnson may be granted, at the Board President's discretion, administrative leave without pay, not to exceed seven (7) school days per year, for the purpose of engaging in outside consulting, speaking, or other activities described herein. Mrs. Johnson shall be entitled to retain any honoraria or fees paid in connection with such activities, but in no case will the Board be responsible for any expenses incurred by her in connection with any such activities.

Notwithstanding the foregoing, it is expected that Mrs. Johnson will devote her full professional effort to her position as Superintendent. Full professional effort shall be defined to allow for such activities as are described above, provided that time spent shall not interfere with the performance of Mrs. Johnson's professional duties as Superintendent.

ARTICLE VI

Performance Evaluation

Section 6.1 Evaluation Timing and Form. Mrs. Johnson's performance shall be evaluated by the Board at least once each Employment Year. The Board shall develop the evaluation form consistent with statutory requirements and pertinent Board Resolutions. Mrs. Johnson shall review the evaluation form and make any recommendations regarding possible revisions to the Board. The Superintendent's evaluations shall be in writing and shall be completed by the Board not later than sixty-two (62) days following June 30 of the Employment Year for which her performance is being evaluated. Prior to the Board evaluating the Superintendent, the Superintendent shall provide the Board with a self-appraisal using the form agreed upon, and the Board shall take the Superintendent's self-appraisal into consideration in conducting her evaluation.

Section 6.2 Evaluation Meeting and Feedback. In conducting the evaluation, the Board

and Mrs. Johnson shall meet in executive session for the purpose of evaluating her performance. In the event that the Board determines that Mrs. Johnson's performance is Ineffective or Improvement Necessary, the Board shall provide her, in writing, with specific instances regarding such performance, described in sufficient detail to allow Mrs. Johnson fully and fairly to respond to such instances. The evaluation shall include recommendations as to areas of improvement in all instances where the Board deems Mrs. Johnson's performance to be Ineffective or Improvement Necessary. A copy of the written evaluation shall be delivered to Mrs. Johnson before the executive session described above. Mrs. Johnson shall have the right to make a written response to the evaluation. The evaluation and any response to it shall become a permanent part of Mrs. Johnson's personnel file, which shall at all times remains confidential except as may be required by law.

ARTICLE VII

Compensation

As payment for all services which Mrs. Johnson may render pursuant to this Agreement, the Board shall pay the following:

Section 7.1 Salary.

- (\$238,000.00) ("Salary"), payable in installments not less frequently than monthly. In no event shall the Base Salary be reduced during the Employment Term other than through mutual agreement.
- (b) Future salary increases shall be the same percentage as increases in the average annual salary for teachers under subsequent collective bargaining agreements subject to the same performance evaluation eligibility criteria.

<u>VIII</u>

TECHNOLOGY SUPPORT.

AUTOMOBILE ALLOWANCE

Section 8.1 Technology Support. Mrs. Johnson shall be furnished with a computer, printer and other equipment to permit office-home communication and a mobile smart phone, at no cost to Mrs. Johnson. The Board shall pay the reasonable and necessary monthly charges associated with the smart phone. This equipment and devices shall remain the property of IPS.

Section 8.2 Automobile Allowance. The Board shall pay Mrs. Johnson, as an additional salary amount, the sum of one thousand dollars (\$1,000) per month to compensate her for her use of her private automobile in the performance of her duties as Superintendent. The automobile allowance is expressly in lieu of the Board's providing Mrs. Johnson with an automobile for that purpose, as well as in lieu of all other automobile maintenance or mileage reimbursements.

<u>IX</u>

EMPLOYEE BENEFITS

Section 9.1 Benefits. Except for mileage reimbursement, Mrs. Johnson shall be entitled to all benefits applicable to twelve-month administrative certified employees on the same basis as those other twelve-month employees, including but not limited to, retirement plans, vacation, sick days, personal days, holidays, health/medical insurance, dental insurance, disability insurance, and life insurance

ARTICLE X

NOTICES

Any notice given pursuant to any provision of this Agreement shall be in writing and placed in the United States first-class mail, certified, return receipt requested, addressed to the appropriate party, at the following addresses:

To the Board:
Personal and Confidential
Board of School Commissioners
of the City of Indianapolis
120 East Walnut Street
Indianapolis, IN 46204

And

To Ms. Johnson:
Personal and Confidential
Mrs. Aleesia Johnson
120 East Walnut Street
Indianapolis, IN 46204

Either party may, by giving written notice to the other party, change the address to which notice shall thereafter be sent.

ARTICLE XI

PROFESSIONAL LIABILITY

The Board shall defend, hold harmless and indemnify Mrs. Johnson from any and all demands, claims, suits, actions and legal proceedings brought against her in her individual or official capacity as an agent or employee of the Board, in connection with any matter arising while she was acting within the scope of her employment as provided by statute and/or Board Resolution.

If Mrs. Johnson in good faith considers that a conflict exists in regard to the defense of any such action between her legal position and the legal position of the Board or other named defendents, Mrs. Johnson shall have the right to employ separate legal counsel, in which case the Board shall indemnify Mrs. Johnson for the reasonable costs of her legal defense, to the extent permitted by applicable law.

Mrs. Johnson, however, shall have no rights under this Article and shall repay the Board for any amounts paid under this Article if she is adjudged liable for negligence or misconduct.

This Article shall survive the termination of this Agreement.

ARTICLE XII

AMENDMENT

This Agreement and, to the extent required by law, the Regular Teacher's Contract entered into between the Board and Mrs. Johnson, constitute the entire agreement between the parties and cannot be amended or modified in any respect, unless such amendment or modification is evidenced by a written instrument executed by the Board and Mrs. Johnson. This Agreement supersedes all prior agreements or understandings between the parties.

ARTICLE XIII

REGULAR TEACHER'S CONTRACT

To the extent required by state law, the Board and Mrs. Johnson hereby incorporate by reference in this Agreement all of the provisions of the "Regular Teacher's Contract," as executed by the Board and Mrs. Johnson on the official form prescribed by the State Superintendent of Public Instruction, for each applicable school year, setting forth the salary and schedule of installment payments for Mrs. Johnson for that school year, except those provisions which are not applicable to persons employed as a superintendent of a school corporation and except as modified by this Agreement.

ARTICLE XIV

MISCELLANEOUS

<u>Section 14.1 Governing Law.</u> The terms of this Agreement shall be construed and regulated exclusively by the laws of the State of Indiana.

Section 14.2 Breach and Waiver. The breach of any provision of this Agreement shall constitute a breach of the entire Agreement. However, the waiver by any of the parties of a

breach shall not be a waiver by the nonbreaching party of any subsequent breach by the breaching party.

Section 14.3 Severability. The parties agree that each and every paragraph, sentence, term, and provision of this Agreement shall be considered severable and that, in the event a court of competent jurisdiction finds any paragraph, sentence, term, or provision to be invalid or unenforceable, the validity, enforceability, operation, or effect of the remaining paragraphs, sentences, terms or provisions shall not be affected so long as the economic or legal substance contemplated by this Agreement is not affected in any manner materially adverse to any party. In addition, Mrs. Johnson knowingly and intentionally waives the right to contest whether this Agreement, or any of its terms, violates any United States or Indiana constitutional, statutory or regulatory provisions, or any other law or regulation.

IN WITNESS WHEREOF, the Board and Mrs. Johnson have executed or caused to be executed this Agreement on the day and year first written above.

| ALEESIA JOHNSON | THE BOARD OF SCHOOL COMMISSIONERS OF THE CITY OF INDIANAPOLIS |
|-----------------|---|
| By: | By: |
| Dated: | By: |
| | Dated: |





EDISON SCHOOL OF THE ARTS

IPS TEACHER EVALUATION & DEVELOPMENT GUIDEBOOK

2020-2021

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GUIDELINES FOR TEACHER PERFORMANCE EVALUATIONS

The IPS Evaluation & Development Guidebook outlines the performance expectations, components, rating calculations and process to assess teacher performance and determine the summative evaluation rating. Additionally, this guidebook provides guidance, sets expectations and outlines the requirements needed for evaluators to execute a complete evaluation for their certified staff.

IPS CORE COMMITMENTS & BELIEFS

- > All IPS students can achieve their full potential, learn at high levels and graduate prepared to succeed in school, career and life.
- > Effective teachers and great schools are the key to students' success.
- > All IPS schools must be great places to teach and learn.
- > The IPS Central Administration exists solely to support the work of teachers and schools, and must be a high-performing organization.
- > IPS families and the entire Indianapolis community have a shared responsibility for student success and will benefit from this success.

VISION STATEMENT FOR EDISON SCHOOL FOR THE ARTS/ IPS TEACHER EVALUATIONS

THE PURPOSE OF THE IPS EDUCATOR EVALUATION SYSTEM IS TO DEFINE AND FACILITATE GREAT TEACHING AND LEARNING.

BELIEF STATEMENTS

We believe the IPS Educator Evaluation System must:

- > Be a collaborative process
- > Empower and support staff with differentiated supports in continuous growth and development
- > Facilitate the instructional leadership of principals through their daily engagement in classrooms
- Reflect an investment in teachers as the most important source of talent of IPS

GENERAL PROVISIONS

- > <NEW> All evaluation requirements outlined within the IPS Teacher Evaluation & Development Guidebook are applicable to both in-person and virtual classrooms, unless explicitly differentiated.
- > All teachers shall be evaluated annually and provided growth opportunities throughout the year.
- ➤ All teachers will be assigned a primary evaluator and a secondary evaluator, though any administrator can do an observation.
- > A teacher who is an IEA member may be afforded Association representation if they so choose during the evaluation process.
- ➤ Modifications to these guidelines will be discussed with teacher representation per IC: 20-29-6-7. The Teacher Evaluation and Development Steering Committee will meet annually (at a minimum) for the sole purpose of evaluating teacher evaluation and development of guidelines and procedures. Additional revisions will take place as necessary and at the request of either teacher representation or

administration. Information on this plan will be kept in Standards for Success (SFS) and any changes to the plan will be communicated via email and reflected in the latest version on SFS.

Observer Qualifications and Training

Evaluators in IPS can be any administrator who has been trained on our rubric, process and platform. All teachers will be assigned a primary evaluator but will also receive feedback from a secondary evaluator where possible on at least one mini observation.

Summer and fall training will be offered for all new evaluators. Ongoing professional development will be offered at principal and assistant principal meetings throughout the year that focus on observation norming, rubric expectations and skills in providing effective feedback. Evaluation & Development Teacher Leaders will work to ensure effective communication directly to teachers on these processes, as well as develop tools and resources for professional development throughout the year (which go through district discussion).

TEACHER PERFORMANCE COMPONENTS

Indiana Law requires IPS to evaluate all certified staff annually with rigorous measures of effectiveness and give each staff member a designation in one of four rating categories: Highly Effective, Effective, Improvement Necessary, Ineffective. IPS performance components outlined below fulfill the state's requirements.

The Danielson Performance Rubric serves as the basis for the evaluation and development process and illustrates the benchmark for good instruction and professional practice for all teachers throughout the year. SFS serves as the tool for documentation of the evaluation process (<u>see Appendix B</u>). The domains measured include:

- Planning and Preparation
- Classroom Environment
- > Instruction
- Professional Responsibilities

Evaluators will observe and provide feedback based upon these domains throughout the year. A performance indicator or score will be assigned for each domain at the end of the year. This score will be based on all evidence collected throughout the year. **Evaluators will not average any scores, but rather look for growth over time and trends across the year.** While most staff will use the Teaching Rubric, special roles will use:

- Novice Teacher Rubric (for first-year teachers)
- ➤ Instructional Specialist Rubric (for instructional coaches)
- ➤ Multi-Classroom Leader Rubric
- ➤ Media Specialist Rubric
- Nursing Rubric
- School Psychologist Rubric
- School Counselor Rubric (for counselors and graduation coaches)
- School Social Worker Rubric
- ➤ Therapist Rubric (for Speech Language Pathologists (SLP) and Occupational & Physical Therapists (OP/PT))

Lastly, measures that inform performance will be included, in addition to observations. These additional measures are explained in detail in <u>Appendix A</u>. Standardized measures for certified staff are explained in the <u>Standardized Assessment Guidebook</u>. This guidebook includes the assessment each subject-area staff member will use as his/her standardized measure, as well as a rubric to indicate the target growth and performance for students.

All certified evaluations include the multiple measures below — as required by law — at the same percentages, with a few exceptions. These exceptions typically include unique special education roles, psychologists, district coaches, etc. *Refer to Appendix D: Teacher Groups* for additional details.

➤ In IPS, certified staff are grouped based on role; most teachers fall within Group 1. Exception roles are in Groups 2, 3, 4, and 6. Refer to Appendix E: Detail for Teacher Groups 2 & 6 for additional details.

TEACHER PERFORMANCE EXPECTATIONS

The following are domains with standards of performance that serve as a base for the evaluation process and will be continually enforced and in effect for all teachers. A performance level will be indicated for each domain.

| Teacher Perfe | ormance Expectations | Highly Effective | Effective | Improvement Necessary | Ineffective |
|------------------------------|---|---------------------|-----------|--------------------------|-------------|
| Domain I: | I-a. Demonstrating Knowledge of Content and Pedagogy | 4 | 3 | 2 | 1 |
| Planning & Preparation | I-b. Demonstrating Knowledge of Students | 4 | 3 | 2 | 1 |
| | I-c. Setting Instructional Outcomes | 4 | 3 | 2 | 1 |
| | I-d. Demonstrating Knowledge of Resources | 4 | 3 | 2 | 1 |
| | I-e. Designing Coherent Instruction | 4 | 3 | 2 | 1 |
| | I-f. Designing Student Assessments | 4 | 3 | 2 | 1 |
| | | | DOM | IAIN TOTAL SCOR | E = |
| Domain II: | II-a. Creating an Environment of Respect and Rapport | 4 | 3 | 2 | 1 |
| Classroom | II-b. Establishing a Culture for Learning | 4 | 3 | 2 | 1 |
| Environment | II-c. Managing Classroom Procedures | 4 | 3 | 2 | 1 |
| | II-d. Managing Student Behavior | 4 | 3 | 2 | 1 |
| | II-e. Organizing Physical Space | 4 | 3 | 2 | 1 |
| | | | DOM | IAIN TOTAL SCOR | E = |
| | III-a. Communicating with Students | 4 | 3 | 2 | 1 |
| Domain III: Instruction | III-b. Using Questions and Discussion Techniques | 4 | 3 | 2 | 1 |
| | III-c. Engaging Students in Learning | 4 | 3 | 2 | 1 |
| | III-d. Using Assessments in Instruction | 4 | 3 | 2 | 1 |
| | III-e. Demonstrating Flexibility and Responsiveness | 4 | 3 | 2 | 1 |
| | | | DOM | IAIN TOTAL SCOR | E = |
| | IV-a. Reflecting on Teaching | 4 | 3 | 2 | 1 |
| Domain IV: | IV-b. Maintaining Accurate Records | 4 | 3 | 2 | 1 |
| Professional Responsibili | IV-c. Communicating with Families | 4 | 3 | 2 | 1 |
| ties | IV-d. Participating in a Professional Community | 4 | 3 | 2 | 1 |
| | IV-e. Growing and Developing Professionally | 4 | 3 | 2 | 1 |
| | IV-f. Showing Professionalism | 4 | 3 | 2 | 1 |
| | | | DON | IAIN TOTAL SCOR | E = |

| | Standardized Measure & Goa | ıls | Highly Effective | Effective | Improvement Necessary | Ineffective |
|-------|--------------------------------------|-----|---------------------|-----------|--------------------------|-------------|
| | Personal Growth Goal | 10% | 4 | 3 | 2 | 1 |
| Goals | School Accountability Metrics | 10% | 4-3.5 | 3.49-2.5 | 2.49-1.75 | 1.74-0 |
| | Focused Initiative | 10% | 4 | 3 | 2 | 1 |
| | Standardized Measure | 20% | 4 | 3 | 2 | 1 |
| | STANDARDIZED MEASURE & GOALS SCORE = | | | | | |

^{*}School Accountability Metrics are rated on a continuous scale; Refer to Appendix A: Guidance for Developing and Scoring Goals

TEACHER RATING CALCULATIONS

The following tables illustrate how a summative rating is calculated for most teachers (Group 1). Each domain is scored and weighted. An overall rubric score is weighted, and then each additional measure is scored and weighted.

| | Score | Weight | |
|-------------------------------|-------|----------------|--|
| Domain I | | x .10 | |
| Domain II | | x .40 | |
| Domain III | | x .40 | |
| Domain IV | | x .10 | |
| | | (TOTAL) x.50 = | |
| Standardized Measure | | x .20 | |
| Focused Initiative | | x .10 | |
| School Accountability Metrics | | x .10 | |
| Professional Growth Goal | | x .10 | |
| | | TOTAL = | |

This evaluation provides focused development support to teachers in their first year of teaching. First-year teachers will receive a final rating based on an abbreviated rubric score, focusing primarily on three (3) indicators within each domain; Domain II: Classroom Environment and Domain III: Instruction; Domains are scored and weighted. An overall rubric score is weighted, and each additional measure is scored and weighted. *Refer to Appendix C: Novice Teachers for further details.*

ADDITIONAL TEACHER RATING CALCULATIONS

The following tables illustrate how a summative rating is calculated for teachers in the Novice, Opportunity Culture and Group 4 (less than 120-days) teacher groups. Each domain is scored and weighted. An overall rubric score is weighted, and then each additional measure is scored and weighted.

Novice Teachers (First-Year Teaching)

This evaluation provides focused development support to teachers in their first year of teaching. First-year teachers will receive a final rating based on an abbreviated rubric score, focusing primarily on three (3) indicators within each domain; Domain II: Classroom Environment and Domain III: Instruction; Domains are scored and weighted. An overall rubric score is weighted, and each additional measure is scored and weighted. *Refer to Appendix C: Novice Teachers for further details.*

| | Score | Weight | |
|--|-------|----------------|--|
| Domain II | | | |
| II-a: Creating an Environment of Respect & Rapport | | x .50 | |
| II-c: Managing Classroom Procedures | | | |
| II-d: Managing Student Behavior | | | |
| Domain III | | | |
| III-a: Communicating with Students | | x .50 | |
| III-c: Engaging Students in Learning | | | |
| III-d: Using Assessment in Instruction | | | |
| | | (TOTAL) x.50 = | |
| Standardized Measure | | x .20 | |
| Focused Initiative | | x .10 | |

| | TOTAL = | |
|-------------------------------|---------|--|
| Professional Growth Goal | x .10 | |
| School Accountability Metrics | x .10 | |

Less Than 120-Day or Non-Qualifying Evaluation

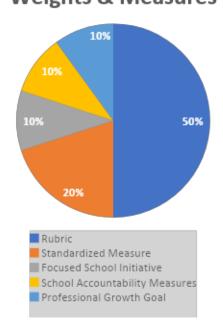
This evaluation provides development support to teachers who are not present the entire year (i.e., hired late or out on leave for part of the year). Teachers will receive a final rating based on rubric scores only and will not receive additional compensation due to this final rating. Anyone hired after the first 120 days will be placed in Group 4 upon hire. *Refer to the Designation Through Rubric Only section*, for greater detail.

| | Score | Weight | |
|------------|-------|--------|--|
| Domain I | | x .10 | |
| Domain II | | x .40 | |
| Domain III | | x .40 | |
| Domain IV | | x .10 | |
| TOTAL = | | | |

OVERALL SUMMATIVE RATING

| Highly Effective | Effective | Improvement Necessary | Ineffective |
|------------------|------------|-----------------------|-------------|
| 4.0 – 3.5 | 3.49 – 2.5 | 2.49 – 1.75 | 1.74 - 0 |

Table 1: Group 1 Weights and Measures
Weights & Measures



EVALUATIVE EVIDENCE & REQUIREMENTS

Evaluative evidence provides documentation of a teacher's attainment of performance expectations and identifies targeted areas for professional growth. All evaluative evidence will be documented within the Standard for Success (SFS) platform. All new or revised requirements will be highlighted below in pink text.

Note: The evaluative evidence outlined below is applicable to both in-person and virtual classrooms, unless explicitly differentiated.

OBSERVATIONS

A visitation by the evaluator (unannounced or scheduled) to observe any of the rubric domains. There are two types of observations - long observation and mini observation. <NEW> A combination of five (5) observations will be completed throughout the school year; two (2) for the Fall semester (one mini, one long) and three (3) for the Spring semester (one long and two minis). <NEW> An observation must be completed by each deadline below.

| Fall Semester* | Spring Semester* |
|--------------------------|----------------------------------|
| October 1 December 17 | February 5 March 19 May 21 |

^{*}Note: Observation requirements may be adjusted based on the hire date of the staff member. If a staff member is hired after an observation completion date, all future observations will be required.

LONG-OBSERVATION

A visitation by the evaluator (unannounced or scheduled), lasting at least 20 minutes to observe any of the rubric domains; commonly referred to as the 'long-observation.' If the teacher is on a Professional Improvement or Growth Plan, additional observations are required to provide feedback on development and growth.

Requirement: Teacher receives two (2) synchronous (real-time) long observations throughout the school year; one (1) long-observation per semester, at minimum.

MINI OBSERVATION

A short unannounced visitation by the evaluator, typically lasting 3-7 minutes (but no more than 19 minutes) to observe the teacher in any of the rubric domains. More frequent, shorter snapshots are an effective way to gather evidence for a Summative Evaluation and provide feedback to foster professional growth. A secondary evaluator will do at least one mini observation for every teacher to ensure teachers get feedback from multiple observers.

- > <NEW> Mini Observation Flexibility: No more than 2 mini-observations may be completed asynchronously; i.e. teacher records lesson and submits video to evaluator for feedback and follow-up.
 - Evaluators are to communicate the process for when/how an asynchronous observation will be used for a mini observation.
- > <NEW> Requirement: Teachers receive at least three (3) mini observations throughout the year; one (1) for the Fall semester and two (2) for the Spring semester but more are recommended.

CONFERENCE

Teachers in 'not easily observable' roles will conference with the evaluator, in lieu of observations. During each conference the evaluator and teacher will discuss performance, evidence, strengths and growth goals. Conferences will be documented in SFS. <NEW> These conferences do not include the goals setting conference or the end of year summative debrief.

- 'Not Easily Observable' roles include: District Instructional Coaches/Specialists, Social Workers, Counselors, Graduation Coaches, Speech Language Pathologists, Occupational Therapists, Physical Therapists, School Psychologists, Nurses, Central Compliance Monitors, Special Education Low Incidence Teachers (blind, low vision, deaf/hard of hearing, audiology, and orthopedic therapists).
 - School-based instructional coaches <u>do not</u> fall into the 'not easily observable' roles. They should receive six (6) observations.
- ➤ Requirement: Teachers in 'not easily observable' roles will have four (4) conferences throughout the year; two (2) per semester. A conference must be completed by each deadline below. Reminder: These conferences do not include the goals setting conference or the end of year summative debrief.

| Spring Semester* |
|----------------------------|
| March 1 |
| May 1 Summative Debrief |
| |

^{*}Note: Conference requirements may be adjusted based on the hire date of the staff member. If a staff member is hired after an observation completion date, all future observations will be required.

ARTIFACTS

Submissions of evidence for indicators that are difficult to observe. The submission of artifacts helps illustrate the teacher's ability to affect good instruction, for indicators not easily seen during an observation. Note: Artifacts are not a requirement for teachers in the Novice Teacher Group. Refer to Appendix C: Novice Teacher Group for further details.

- ➤ Requirement: Teachers must submit artifacts for each indicator within Domains I and IV. An artifact can be used for more than one indicator. Teachers are encouraged to submit artifacts that hit on various indicators, rather than a single artifact for each indicator within Domains I and IV. <NEW> There is no minimum artifact requirement; i.e.; you are no longer required to submit 12 artifacts. However, of the artifacts submitted, please limit to no more than 12 artifacts.
 - The evaluator will review and approve (or disapprove) of the teacher's self-rated artifacts
- > <NEW> Optional: Teachers may submit artifacts for indicators in Domains II and III for the evaluator's consideration when determining a final summative rating. No more than two (2) total artifacts may be submitted.

FEEDBACK

On-going dialogue between the evaluator and teacher regarding performance expectations and performance exhibited or observed. Feedback can include conversations on expectations, constructive suggestions/feedback to improve, praise, development opportunities, etc. with the overall spirit and intent for the teacher to grow and improve their practice.

➤ Requirement: All feedback is to be documented by the evaluator within SFS. Feedback is to be shared after each long-observation, at a minimum. Teachers should receive feedback within three (3) days of the long-observation.

- A Teacher receiving an Improvement Necessary or Ineffective rating within any domain, following an observation, is required to have a debrief meeting and will be initiated by the evaluator.
- > Optional: Teachers can request a debrief conversation, based on the written feedback within 10 days of the observation.

EVIDENCE OF OVERALL GROWTH FOR SUMMATIVE EVALUATIONS

It is important to note that evidence across the year <u>is not averaged</u>, but rather, evaluators are looking for growth over the year and improvement in scores and evidence as the year progresses.

➤ Requirement: Evaluators completed an End of Year Summative Debrief with each certified team member to review their overall performance and effectiveness rating. Final ratings will be documented within Standard for Success (SFS).

TEACHER EVALUATION PROCESS & OVERVIEW

The Teacher Evaluation & Development guidebook provides guidance, sets expectations and outlines the requirements needed for a comprehensive summative evaluation rating; expectations for both teachers and evaluators are outlined throughout. It is the responsibility of the teacher and the evaluator to ensure all required components of the evaluation are completed in accordance to the guidance provided. Incomplete components, by either party, may result in the evaluation being finalized as *Incomplete*. Incomplete summative evaluations may have implications related to compensation and/or federal grant awards (Teacher Appreciation Grant).

| | Edison School of the Arts | | | |
|---|---|--|--|--|
| | 2020-2021 Evaluation Process & Overview | | | |
| Action | Description | Deadline | | |
| Evaluation Process Review & Training | Initial training of staff on evaluation rubric, process, expectations and Whetstone. The School Leader is responsible for ensuring all staff are trained. | September 11 th | | |
| Teacher Goals Entered | Teachers will enter their applicable goal(s) into Whetstone prior to their goal setting conference, for evaluator review and approval. | September 14 th – 18 th | | |
| Initial Goal Setting Conference | Fall meeting with teacher and evaluator to ensure evaluation process and measures are discussed, and the teacher has an opportunity to get feedback on their Professional Growth Goal. | September 14 th – 25 th | | |
| | Five (5) observations must be completed by the deadlines listed. One long and one mini for the Fall semester, and two minis and one long for the Spring semester. | | | |
| Observations | Mini-Observations: Three mini (3) observations (one for Fall semester/two for Spring semester, at least two weeks apart). The evaluator will hold a debrief conversation with any teacher struggling in a domain. A teacher may also request a debrief. | Fall Semester October 1st December 18th Spring Semester February 5th March 19th | | |
| | Long-Observation: Two (2) observations (one per semester). An in-person observation debrief conversation is held after each long-observation. All long-observations must be completed. | May 21st | | |
| Conferences | Two (2) conferences (minimum one each semester) must be completed by the deadlines listed. Conferences are held with staff in roles deemed 'not easily observable', in lieu of | Fall Semester December 18 th | | |
| | observations (Arts Coordinator, Principal, Assistant Principal, Director of Operations, Director of Advancement and Engagement, Social Worker/Counselor). | Spring Semester May 21st | | |
| Teacher Goals | Professional Growth Goal: Teachers submit applicable data/evidence of effectiveness/achievement of their goal. | Professional Growth Goal May 14 th | | |
| Updated | Standardized Measure: Arts teacher's will submit their arts assessment data on the dashboard. Academic teachers will be required to submit data because it is house on Clearsight. | Standardized Measure May 14 th | | |
| Preliminary Summative Debrief | Spring meeting to discuss cumulative evidence of growth, outcomes of school and Professional Growth Goals and overall EER rating. | May 24 th – 28 th | | |

^{*}It is a minimum expectation these deadlines are met.

INITIAL GOAL SETTING CONFERENCE

This conversation should be held early in the fall with each certified staff member (refer to <u>Teacher Evaluation</u> <u>Process and Overview section</u>). This should set the tone for observations and feedback for the year. If teachers are returning, this is an opportunity for evaluators to review their previous ratings/feedback and for teachers to think about how they want to grow professionally in the coming year and what they want from their evaluators.

At this conference, the certified staff member and evaluator will:

- > Review the evaluation process and expectations for the year.
- > Identify the Focused School Initiative and share the School Goals for the year, when relevant.
- > Allow the teacher to identify personal growth goals and their expectations from their primary evaluator.
- > Allow the evaluator to review the personal growth goal.
- > Ensure SFS is set up correctly for the staff member (correct rubric and group) and goals are entered.

PERFORMANCE IMPROVEMENT PLANS

If a teacher showed a significant lack of proficiency the previous school year and received a summative rating of *Ineffective* or *Improvement Necessary*, the administrator and teacher will discuss and develop a Performance Improvement Plan (PIP) during the Initial Goal Setting Conference. *Refer to the Performance Improvement Plan section for additional guidance*.

OBSERVATION DEBRIEF

This in-person conversation is to be held after your regular observations. It is critical to give all teachers verbal feedback in addition to written feedback. In addition, all observations (mini and regular), a copy of the observation with the evaluator's comments and observation notes will be given to the teacher on SFS within three days after the observation.

- > At the in-person verbal debrief, the teacher and evaluator will:
- > Review all performance expectations.
- > Provide encouragement to the teacher to continue with practices that are performed at a high level.
- > Suggest pieces of evidence/artifacts the teacher could use to document attainment of performance expectations.
- Review the specific performance expectation(s) not being met.
- > Specify what is needed to improve the level of performance.
- Provide resources and guidance to the teacher in goal setting.
- > Answer questions and clarify expectations of the evaluator.

The teacher can request representation at this meeting to help develop the plan if the teacher is a member of IEA.

GROWTH PLANS

If, during the debrief it is determined that there is a significant lack of proficiency in any domain area or specific teacher performance expectations have been rated as *Improvement Necessary* or *Ineffective*, then the administrator will schedule an additional meeting with the teacher to develop a growth plan in SFS. **Note:** The teacher can request representation at this meeting to help develop the plan if the teacher is a member of IEA.

This plan will document and implement the following:

> Identify and review the specific performance expectations not being met.

- Focused improvement areas should be limited to <u>no more than two (2) indicators</u>, during the 4-6 week timeline.
- > Specify what is needed to improve the level of performance as shown.
- > Provide suggestions, resources, strategies and support the teacher may use to improve performance.
- ➤ Provide timelines of 4–6 weeks for the teacher to follow when addressing performance expectations, ensuring the teacher has reasonable time to show improvement. The Administrator documents coaching conversations throughout.

The evaluator is to maintain robust documentation of ongoing observations/walkthroughs and feedback provided to the teacher, to promote improvement, throughout the duration of the plan. Documentation of progress is to be maintained and uploaded to SFS.

COMPLETION OF GROWTH PLAN

The completion of the growth plan is to be documented within SFS. If the teacher does not successfully complete the growth plan, additional growth plans may be developed to continue providing opportunities for the teacher to grow and improve performance. All subsequent growth plans are to be developed and maintained within SFS.

PERFORMANCE IMPROVEMENT PLANS

If a teacher shows a significant lack of proficiency the previous year and received a summative rating of *Ineffective* or *Improvement Necessary*, the administrator and teacher will discuss and develop a Performance Improvement Plan (PIP) in SFS. Performance Improvement Plans should be developed at the beginning of the school year, during the Goal Setting Conference.

The Performance Improvement Plan will:

- > Identify and review the specific performance expectation not being met.
- > Specify what is needed to improve the level of performance as shown.
- > Focused improvement areas should be limited to no more than four (4) indicators, at a time.
- > Provide suggestions, resources, strategies and support the teacher may use to improve performance.
- ➤ Provide timelines for the teacher to follow when addressing performance expectations, ensuring the teacher has reasonable time to show improvement (no shorter than 90 days).

Note: Teachers who are members of IEA can request representation at this meeting to help develop the plan.

CARRYING OUT THE PIP

The evaluator should provide ongoing observations/walk-throughs and feedback to the teacher throughout the duration of the plan; documenting progress and notes within SFS.

By developing PIPs based on observed evidence and previous summative ratings, the evaluator is making a direct link between the development of teachers and professional learning – either in the building (i.e., observing other teachers, visiting classrooms, team teaching, book study, developing and leading school wide PD) or outside the building (e.g., district level PD, external coursework or classes, buildings or classrooms in other schools, etc.). Teachers can earn PGP points through this process.

In addition to PIPs, the district will be developing data reports and training principals to help guide building professional development, professional development plans and district professional development plans.

NON-RENEWAL RECOMMENDATION

At the conclusion of the professional improvement plan, the evaluator will make a judgement as to whether the teacher will be recommended for nonrenewal, renewal, or be placed on an additional PIP for the coming school year. The judgement will be shared with the teacher. Human Resources will share additional information about the non-renewal process early Spring semester.

If a non-renewal recommendation is being made, the evaluator is to have thorough documentation and supporting evidence of ineffective performance, growth plans developed to support the teacher's performance, results of growth plans, etc.

PRELIMINARY (SPRING) SUMMATIVE DEBRIEF

The primary evaluator will schedule an end-of-year debrief conversation with all teachers to discuss summative results (refer to the <u>Teacher Evaluation Process and Overview section</u>).

The debrief conversation will include:

- ➤ All performance expectations and final EER score
- Outcome of personal and focused school initiative
- ➤ Encouragement to the teacher to continue with practices that earned Effective and Highly Effective ratings
 - Acknowledge some of the teacher's strengths or achievements that led to Effective and Highly Effective ratings and have a final "stay" conversation
- > Answering questions and clarifying the reason(s) for the overall performance level

TEACHER SUBMISSIONS OF STUDENT ACHIEVEMENT

Prior to the preliminary summative debrief, teachers are to submit their data/documentation of student achievement; as outlined in this guidance and the Standardized Assessment Guidebook Teacher.

Prior to submitting scores for standardized measures, teachers must acknowledge that all protocols and expectations were followed with respect to assessment security, integrity and honesty in reporting student information. Should it be determined that expected protocols were not followed, the teacher shall receive a score of "0" for the appropriate Standardized Measure.

IMPROVEMENT NECESSARY OR INEFFECTIVE FINAL RATING

If the teacher's overall rating is determined to be *Improvement Necessary* or *Ineffective*, the evaluator will discuss all the above and:

- > Discuss with the teacher the evaluative recommendation for the next school year (i.e., Renewal and Performance Improvement Plan or Nonrenewal)
- > Ensure the electronic date and signature in SFS is completed to provide evidence of debrief
- ➤ Convey that a certified staff member can request a meeting with the superintendent after the staff member receives a cancellation or nonrenewal of contract notice (IC 20-28-7.5.2). The Superintendent or a designee must hold this conference with the certified staff member within 10 days of receipt of this request.

FINALIZING

If all required data is available for a final summative score, the evaluator can finalize them in SFS and share all data. All information, including Individual Performance Indicator scores, comments and available Student Achievement and Growth Measure scores will be accessible through SFS (see Appendix B).

But, due to the likely delay in receiving test scores from the IDOE or delays in testing windows, Final Summative Evaluation documents may not be available to teachers until the following school year. In this case, evaluators should share the available data in this preliminary conference, but not finalize the teacher's evaluation until the fall when data becomes available. *More specific information on the finalization process will be shared with evaluators in late Spring*.

NEGATIVE IMPACT ON STUDENT LEARNING

IC 20-28-11.4-4 (c) (4) and (6) requires that the following provision be included in each school district's teacher evaluation plan: A provision that a teacher who negatively affects student achievement and growth cannot receive a rating of Highly Effective or Effective.

Negative impact on student learning will be determined by the following:

- Teachers Receiving Growth Measure Data from IDOE (Classroom Teachers Grades 4–8 E/LA and Mathematics): Negative Impact is characterized by a significant decrease in student achievement and a significantly low level of student growth. If a teacher's ILEARN Individual Growth Model (IGM) score is a 1, then the teacher will be determined to have a Negative Impact on Student Learning. If there is a determination of Negative Impact, and the teacher's combined rubric and student achievement and growth summative level is Effective or Highly Effective, the summative level will be reduced to no higher than Improvement Necessary.
- All Other Teachers: If a teacher scores a 1 (*Ineffective*) on his/her standardized measure, then the teacher shall be determined to have a *Negative Impact on Student Learning*. If there is a determination of *Negative Impact*, and the teacher's combined rubric and student achievement and growth summative level is *Effective* or *Highly Effective*, the summative level will be reduced to no higher than *Improvement Necessary*.

NOTIFICATION OF PARENTS IF STUDENT IS ASSIGNED TO A TEACHER WITH AN INEFFECTIVE RATING

By statute, a school corporation is required to notify parents in an instance where a student is assigned to a teacher with an *Ineffective* rating (or two teachers with ratings of *Ineffective*) for two consecutive years. To avoid such a situation from occurring IPS will do the following:

- Ensure struggling teachers receive support throughout the year to improve If the teacher is not improving after being provide targeted supports, IPS will exit the teacher in the spring rather than having him/her return in the fall.
- ➤ If IPS has a teacher in danger of receiving an *Ineffective* rating (based on evidence collected thus far) who will be returning in the fall, IPS will flag this teacher when scheduling students to ensure no student has the possibility of being assigned to a teacher two years in a row who has an *Ineffective* rating.

DESIGNATION THROUGH RUBRIC ONLY

QUALIFYING EVALUATION

Number of Teacher Days Required for a Qualifying Evaluation

A Qualifying Evaluation refers to an evaluation of a teacher who has attended a minimum number of days required for the evaluation (120 days) to be considered for any additional compensation resulting from the collective bargaining process. For the 20.21SY, staff hired after November 12, 2020 would be evaluated 'rubric only' (Group 4).

Unplanned Leave

If an unplanned extended leave is necessary and the teacher's data measures are no longer appropriate, the evaluation shall be completed using only the rubric (EER) at 100 percent, as noted in the chart below.

If the teacher's unexpected illness or absence prevents a principal from completing at least one long observation and one mini observation, the evaluation shall be declared incomplete.

| Days Present | Evaluation Process |
|--------------|--|
| 120+ days | No change — as prescribed. |
| 46–119 days | Summative rating based upon rubric (EER) only 100%. Rubric score will include data from at least two observations with a minimum of 30 days in between. Teacher not eligible for raises the following year (does not qualify for year of service). |
| 0–45 days | Observations can/should happen, but Summative Evaluation declared incomplete for the school year. Teachers not eligible for raises the following year (does not qualify for year of service). |

NOTE: A teacher who questions how his/her summative rating is affected by an extended leave may request a meeting with the building principal.

NONRENEWAL/CANCELLATION OF CONTRACT

The range for an Ineffective rating on the Summative Evaluation is between a score of 0.0 and 1.749 out of the total 4.0 points possible. When the summative score will result in an Ineffective rating for the teacher and the teacher is up for cancellation of contract or nonrenewal, evaluations may be finalized through a rubric score only.

APPENDIX A: GUIDANCE FOR DEVELOPING & SCORING GOALS

FOCUSED INITIATIVES (SCHOOL, PROGRAM OR DEPARTMENT)

Criteria for Focused School/Department/Program Initiative*

- > Identified school initiative is in alignment with the school plan (formerly school improvement plan)
- Measurable by goal review date (refer to <u>Teacher Evaluation Process and Overview section</u>) and a goal the staff in the building can collectively impact
- ➤ A school-wide focus for the year: student behavior or culture, student outcomes, parent engagement, professional learning communities, etc.
- Rigorous and based on data
- Approved by Principal Supervisor
- Scored in SFS for all staff by evaluator at once

Examples:

- ➤ We will increase graduation rates to 70%.
- ➤ We will increase ECA success rates by 10%.
- ➤ We will reduce course failures by 25%.

PROFESSIONAL GROWTH GOAL

Criteria for Professional Growth Goal

- Developed by teacher
- Focused on enhancing their skills/ability to be successful in their role and/or building
 - Examples include: skill identified in observation feedback, rubric component, based on district focused professional development, classroom culture, peer collaboration, leadership development, parent engagement, etc.
- > In alignment with the school plan
- > Is rigorous and based on data; follows the SMART Goals format
- ➤ Impacts classroom effectiveness
- Goal and evidence required (such as attendance sheets, data, etc.)
- Goal completed by review deadline; refer to Teacher Evaluation Overview section

Examples:

- > Due to the changing student demographic at our school, I will complete a basic conversational skills Spanish class, and make 4 home visits to more directly connect with Spanish speaking parents.
- > I will increase family involvement in my classroom this year by 40 percent as measured by fall and spring attendance in classroom events.

Rubric Used to Assess Professional Growth Goal

| Highly Effective | Effective | Improvement Necessary | Ineffective |
|-----------------------|-----------|--------------------------|-----------------------|
| Met and exceeded goal | Goal met | Part of the goal was met | Did not meet the goal |

If you serve multiple buildings, your supervisor will develop the appropriate Focused Initiative.

SPRING SCORING AND UPDATING INFORMATION

At the end of the year, teachers should open their Professional Growth Goal in SFS and go to the Goal Review box. This is where teachers can upload or type evidence that they have met their Professional Growth Goal. Click Submit and your evaluator will be able to view. Principals can score Focused (school) Initiatives at once in SFS for all staff. Additional information for scoring goals will be provided in late Spring, in connection with evaluation finalizing guidance.

SCHOOL ACCOUNTABILITY METRICS

These goals are set by the district and focus on academic outcomes for students at each building. A summative score of all metrics in the School Accountability Metrics framework will be input into SFS for all staff, based on the school's overall performance.

| Elementary/Middle School | | High School | |
|--------------------------|--|-------------|--|
| Domain | Metrics | Domain | Metrics |
| Achievement | ● ILEARN ELA Pass Rate ● ILEARN Math Pass Rate | Achievement | |
| Growth | ■ ILEARN ELA Growth ■ ILEARN Math Growth | Graduation | • 4-year cohort graduation rate |
| Attendance | ● Percent attending 90% or better | Attendance | • Percent attending 90% or better |
| Behavior | Percent with zero suspensions | Behavior | Percent with zero suspensions |
| Equity | ELA Growth for target studentsMath Growth for target studentsRelative Risk Ratio | Equity | ● Percent with zero suspensions ● Relative Risk Ratio |
| | | CCR | ● CCR index |

Rubric Used to Assess Professional Growth Goal

| Highly Effective | Effective | Improvement Necessary | Ineffective |
|------------------|------------|-----------------------|-------------|
| 4.0 – 3.5 | 3.49 – 2.5 | 2.49 – 1.75 | 1.74 - 0 |

OVERALL CALCULATION

The School Goals metric will generate a value between 0-100%, which will then be multiplied by four (4). For example, if you school scored an 80% on their School Goals, 80% would be multiplied by four (4) to receive a on the rubric.

STANDARDIZED MEASURES

See <u>Standardized Assessment Guidebook</u> for all guidance and information.

APPENDIX B: STANDARD FOR SUCCESS

The Standard for Success Teacher Training Guide is available on the SFS website. Click here to access the guide. This platform will manage all data collection and storage and will provide administrators with analysis and reports. These reports will help inform individual, school and district professional development throughout the year.

The IPS Evaluation & Development Guidebook (this document) will also be located on SFS. Staff will be notified of any updates made to the guidelines throughout the year and the latest version will always be found on SFS.

All staff can access the following on SFS:

- > All rubrics
- > All forms and help documents
- > All district-created assessments
- Growth Tracker (pre-/posttests)
- > Observation evidence
- ➤ All growth and PIP plans
- ➤ Helpful PDF's/ how-to guides
- ➤ All ratings

APPENDIX C: NOVICE TEACHER GROUP

NOVICE TEACHERS (FIRST-YEAR TEACHING)

To provide more focused coaching and support to teachers in their first year of teaching, the Danielson rubric will be abbreviated to focus on six (6) foundational indicators, within Domain II: Classroom Environment and Domain III: Instruction. Upon completion of the first year of teaching, teachers will move out of the Novice Teacher Group and into their applicable Teacher Group and be responsible for all components of the Evaluation and Development Process, for that teacher group.

Domain II: Classroom Environment

- II-a: Creating an Environment of Respect & Rapport
- > II-c: Engaging Students in the Learning
- > II-d: Managing Student Behavior

Domain III: Instruction

- III-a: Communicating with Students
- ➤ III-c: Engaging Students in the Learning
- > III-d: Using Assessment in Instruction

NOVICE TEACHER RATING CALCULATIONS

This evaluation provides focused development support to teachers in their first year of teaching. First-year teachers will receive a final rating based on an abbreviated rubric score, focusing primarily on three (3) indicators within each domain; Domain II: Classroom Environment and Domain III: Instruction; Domains are scored and weighted. An overall rubric score is weighted, and each additional measure is scored and weighted.

| | Score | Weight | |
|--|-------|----------------|--|
| Domain II | | | |
| II-a: Creating an Environment of Respect & Rapport | | x .50 | |
| II-c: Managing Classroom Procedures | | | |
| II-d: Managing Student Behavior | | | |
| Domain III | | | |
| III-a: Communicating with Students | | x .50 | |
| III-c: Engaging Students in Learning | | | |
| III-d: Using Assessment in Instruction | | | |
| | | (TOTAL) x.50 = | |
| Standardized Measure | | x .20 | |
| Focused Initiative | | x .10 | |
| School Accountability Metrics | | x .10 | |
| Professional Growth Goal | | x .10 | |
| | | TOTAL = | |

ARTIFACTS

Artifacts are not required for teachers in the Novice Teacher Group. Given that the primary focus of Novice Teachers is limited to indicators in Domains II & III, artifacts for Domains I and IV are not required. Upon completion of the first year of teaching, Teachers will be required to submit the twelve required artifacts as evidence for Domain I & IV, per the requirement of all other teacher groups.

APPENDIX D: TEACHER GROUPS

Important Note: Some teacher groups have changed, please review thoroughly to ensure you understand which teacher group your role aligns to. Changes indicated by <NEW>.

| Novice Group: First-year teachers (no previous experience) | | | | |
|--|-----------------------------|------------------------------|----------------------------------|-------------------------|
| Rubric (six specific indicators) | Professional Growth Goal | Focused School Initiative | School Accountability Metrics | Standardized Measure |
| 50% | 10% | 10% | 10% | 20% |

| Group 1: Most Classroom Teachers, Social Workers, Counselors, Graduation Coaches | | | | |
|--|-----|-----|-----|-----|
| Rubric Professional Focused School School Accountability Standardized Growth Goal Initiative Metrics Measure | | | | |
| 50% | 10% | 10% | 10% | 20% |

NEW> Group 2: PYC, Nonpublic, Life Skills, Arches, SLP/OT/PT, SPED Specialists, SPED Behavioral Specialists, District Content Coaches, Psych, Alt Ed, Newcomer, Central Compliance Monitors, Nurses **Rubric Professional Growth Goal Focused School/Department/Program Initiative**Building-based staff use Focused School Initiative;
Staff that serve multiple building will use the Department/Program goal
50%
10%
40%

| <new> Group 3: Multi-Classroom Leaders (MCLs) and Expanded Impact Teachers (EITs)</new> | | | |
|---|-----|-----|-----|
| Rubric Professional Growth Goal Standardized Measure School Accountability Metrics | | | |
| 50% | 10% | 30% | 10% |

^{*} Full Release MCLs will use the MCL Rubric

^{*} Expanded Impact Teachers will utilize the Teacher Effectiveness rubric

| Group 4: Less than 120-day Teacher | |
|------------------------------------|--|
| Rubric | |
| 100% | |

| Group 5: Administrators | | |
|-------------------------|----------------------|-------------------------------|
| Rubric | Operations & Finance | School Accountability Metrics |
| | | |
| 50% | 10% | 40% |

| <new> Group 6: Francis Bellamy, Nonpublic Title, Innovation Teachers</new> | | | |
|--|-----|-----|-----|
| Rubric Professional Growth Goal Focused School/Program Standardized Measure Initiative | | | |
| 50% | 10% | 20% | 20% |

^{*} Partial Release MCLs rubric will have a 50/50 split between the MCL and Teacher Effectiveness rubrics

APPENDIX E: DETAILS OF TEACHER GROUP 2 & 6

| Detailed Examples | Group 2 |
|--------------------------------------|---|
| Programs for Young Children (PYC) | Rubric 50%, Professional Growth Goal 10%, PYC Program Goal 40% |
| SPED Nonpublic Services | Rubric 50%, Professional Growth Goal 10%, SPED Nonpublic Service |
| | Goal 40% |
| SPLs, Deaf, Blind, PT, OI, OT | Rubric 50%, Professional Growth Goal 10%, Program Goal 40% |
| Life Skills, Arches, AU, ED SPED | Rubric 50%, Professional Growth Goal 10%, Program Goal 40% |
| Special Program Teachers | |
| Psychologists | Rubric 50%, Professional Growth Goal 10%, Program Goal 40% |
| SPED Specialists at Multiple Schools | Rubric 50%, Professional Growth Goal 10%, SPED Department Goal |
| | 40% |
| District Content/ESL Coaches | Rubric 50%, Professional Growth Goal 10%, C&I Department Goal 40% |
| Alternative Education Programs | Rubric 50%, Professional Growth Goal 10%, Program Goal 40% |
| Newcomer Program | Rubric 50%, Professional Growth Goal 10%, Newcomer Program Goal |
| | 40% |
| Detailed Examples | Group 6 |
| Nonpublic Title Teachers | Rubric 50%, Professional Growth Goal 10%, Standardized Measure |
| | 20%, Nonpublic Title Program Initiative 20% |
| Francis Bellamy Preschool Teachers | Rubric 50%, Professional Growth Goal 10%, Standardized Measure |
| | 20%, Focused School Initiative 20% |
| Innovation Teachers | Rubric 50%, Professional Growth Goal 10%, Standardized Measure |
| | 20%, Innovation School Initiative 20% |

The mission and vision of Edison School for the Arts is to be an educational and artful resource for all students, parents, community, and staff members through consistent and focused professional development that expands our arts experiences, exposure, and partnerships. At Edison we provide an environment that promotes high academic and creative achievement through implementation of visual and performing arts course programming. To support this vision and mission, arts integration is a focus of our professional growth. Consequently, the Weights and Measures used as part of the teacher evaluation program reflects these values, and the professional growth goal for the teaching staff is the Arts Integration Focus. The specific values being used at Edison School for the Arts can be seen below.

| Position | Weights & Measures |
|---------------------------------|--|
| Academic Teacher | Rubric 50%, Arts Integration Focus (Professional Growth Goal) 10%, |
| | Checkpoint Proficiency (Standardized Measure) 20%, Attendance |
| | above 96% (Innovation School Initiative) 10%, Interim Assessments |
| | Growth (Innovation School Initiative) 10% |
| Arts Teacher | Rubric 50%, Academic Integration Focus (Professional Growth Goal) |
| | 10%, Arts Assessment (Standardized Measure) 20%, Attendance above |
| | 96% (Innovation School Initiative) 10%, Interim Assessments Growth |
| | (Innovation School Initiative) 10% |
| Special Education & ESL Teacher | Rubric 50%, Rigor Action Step (Professional Growth Goal) 10%, |
| | Caseload Avg. Growth on Interim Assessments (Standardized Measure) |
| | 20%, Caseload Attendance Above 96% (Innovation School Initiative) |
| | 20% |
| Instructional Coach | Rubric 50%, Checkpoint Proficiency (Average of Academic Teachers |
| | Coached) (Standardized Measure 1) 20%, Average growth on Interim |
| | Assessment (Standardized Measure 2) 10%, Interim Assessment |
| | Proficiency (Innovation School Initiative) 20% |

| Arts Coordinator | Rubric 50%, Interim Assessments Proficiency (Innovation School |
|-------------------------|---|
| | initiative) 10%, Average of Arts/Academic integration of other teachers |
| | (Professional Growth Goal) 30%. |
| Counselor/Social Worker | Rubric 50%, Interim Assessments Proficiency (Innovation School |
| | initiative) 10%, At Risk Students (Points of Contact on Weekly Basis) |
| | 20%, Attendance above 96% (Innovation School Initiative) 20% |
| Principal | Rubric 50%, Checkpoint Proficiency (Standardized Measure) 20%, |
| | Attendance above 96% (Innovation School Initiative) 10%, Interim |
| | Assessments Growth (Innovation School Initiative) 10%, Reduce |
| | Achievement Gap (Innovation School Initiative) 10% |

APPENDIX F: MULTI-CLASSROOM & EXPANDED IMPACT TEACHER EVALUATION GUIDANCE

In addition to the required evaluation components (for both the teacher and evaluator) outlined throughout this Evaluation & Development Guidebook, school leaders, Multi-Classroom Leaders and Expanded Impact Teachers are required to have the following additional components completed for their evaluation.

PROFESSIONAL GROWTH GOAL

Multi-classroom Leaders & Expanded Impact Teachers are to formulate their professional growth goal using the SMART Goal format; SMART Goal template here. This requirement is similar to the Professional Growth Goal requirement all non-opportunity culture roles are required to complete; however, it is expected that the provided template will be utilized.

OBSERVATIONS

Three (3) observations per semester (one long, two minis), will continue to be a requirement for MCLs and EITs; however, that specifics on what is being observed will vary based on the type of release the MCL has.

FULL RELEASE MCLS

- ➤ Long-Observations (1 per semester): Coaching debrief
- Mini-Observations (2 per semester): Short group instruction, team meeting/planning, PLC led by MCL, co-teaching or lesson model

PARTIAL RELEASE MCLS

- ➤ Long-Observation (1 per semester): Classroom observation
- ➤ Mini-Observations (2 per semester): Coaching debrief conversation, team meeting/planning, PLC led by MCL, co-teaching or lesson modeling

EXPANDED IMPACT TEACHERS

EITs will follow the observation guidance outlined under the <u>Evaluation Evidence & Requirements section</u> of the guidebook.

2X2 FEEDBACK CONVERSATIONS

The 2x2 Feedback Conversation will take place twice throughout the school year. This is a <u>non-evaluative</u> conversation intended to promote ongoing feedback, coaching and collaboration between the school leader and the MCL. Access the <u>2x2 Template here</u> or in SFS, under the Docs/Links. *Note:* This feedback process is only required for MCLs; EITs will not have engage in this process.

- The 2x2 system ensures that administrators and multi-classroom leaders talk about how things are going in their work. The principal and the MCL each fill out two things they are doing well and two things they could do better, as well as two things the other person is doing well and two things that could be better.
- For the MCL, the focus is on their performance overall; for the administrator, the focus is on their work with this staff member. There will be a mid-year and end-of-year conversation around the 2x2 form, but you also might incorporate it occasionally in your check-ins.

REQUIREMENTS

- > Two (2) 2x2 Feedback Conversations; one per semester
 - First semester 2x2 Feedback Conversation completed by December 17
 - Second semester 2x2 Feedback Conversation completed by June 1
- Completed 2x2 feedback forms are to be uploaded to SFS under the Administrative Forms section (see screenshot below)

Additional Items Walk-Throughs Create New Additional Observations Start Additional Observation Schedule Additional Observation Finalization Overview Artifacts Create New Create New Artifacts Create New Create New Additional Development Tasks Create New Administrative Forms Overview

FIRST SEMESTER DEBRIEF

The Senior Coordinator of Opportunity Culture, Victoria Dinkins, will meet will all MCLs and EITs to conduct a first semester debrief. During the debrief, the following will be discussed:

- ➤ Team Teacher survey feedback and results (MCLs only)
 - o A survey will be sent to the MCLs' team teachers to collect anonymous feedback
- ➤ MCLs will share progress monitoring for teacher development
- ➤ MCLs & EITs will share progress monitoring updates for student achievement

CONDITIONAL GROWTH DATA

MCLs and EITs will use NWEA Conditional Growth Percentage (CGP) as their standardized measure. For additional information, please refer to the <u>Standardized Assessment Guidebook</u>.

APPENDIX G: EVALUATION GUIDANCE FOR INNOVATION SCHOOLS/TEACHERS

Main Objective(s):

- > Innovation school leaders are positioned as the primary people manager for IPS employees in their buildings.
- > Evaluations are conducted by individuals that have the clearest line of sight into employees' day to day job performance.
- The Innovation School Leader is to carry out all requirements and components outlined in the IPS Teacher Evaluation & Development Guidebook for IPS Teachers in their buildings.
- ➤ All IPS Teachers, within Innovation Schools, are to carry out all the requirements and components outlined in the IPS Teacher Evaluation & Development Guidebook.

| Action | Detail | Lead | Other contributors |
|--|--|--|--|
| Innovation school leaders engage in required IPS evaluator training | IPS provides evaluator training on rubrics, Standards for Success, and other evaluation related content. This is a required training to ensure that you are eligible to serve as an evaluator for IPS employees in your building. | IPS Human Resources / Professional Learning | IPS Innovation TeamInnovation School LeaderSFS |
| IPS provides evaluation training to IPS employees in Innovation schools | IPS will provide training and ongoing communication/support to IPS employees in Innovation schools regarding employee-driven or created aspects of the evaluation system (artifacts, goals, etc.), performance plans, nonrenewal process and timeline. | IPS Human Resources / Professional Learning | IPS Professional Learning Team IPS Evaluation Teacher Leaders |
| Innovation School Leaders conduct required observations and annual evaluations as the primary evaluator | Innovation School Leaders are to execute the required components of the Teacher Evaluation, as outlined in this guidebook. Innovation Teacher is the execute the required components of their evaluation, as outlined in this guidebook. | Innovation School Leader | IPS Employee |
| IPS will manage evaluation implementation | • IPS will provide regular implementation reports to the Innovation team, to be shared with Innovation School Leaders, as needed. | IPS Human Resources | IPS Innovation Team |
| IPS facilitates an appeal process for employees | Given that employee's primary evaluators are not IPS employees, IPS will facilitate an appeal process to provide the employee with the opportunity to appeal for additional IPS employee evaluator(s). Appeal outcomes will be shared with Innovation School Leaders. Outcomes of the appeal process may include additional district evaluator, IEA representative. | IPS Human Resources | IPS Employee Innovation School Leader IPS department team member (when applicable) |

APPENDIX H: DISTRICT ASSESSMENT STANDARDIZED MEASURE (PRE & POST-TEST) TIMELINE

Links to Pre & Post-Test assessments can be found in Standard for Success (SFS), under the Docs/Links tab; refer to the Standardized Assessment section. Growth trackers can also be found under the Assessment section, under the Docs/Links tab.

| Standardized Measure | Timeframe | |
|---|---|--|
| First Semester Pretests available on SFS | August 12 | |
| First Semester Pretests Administered | Sept 11 | |
| First Semester Post-tests available on SFS | TBD | |
| Thist Semester Post-tests available on 313 | 2 weeks prior to end of first semester | |
| Second Semester Pretests available on SFS | TBD | |
| Second Semester Fretests available on 513 | 1 week prior to end of first semester | |
| Second Semester/Yearlong Post-tests available | TBD | |
| on SFS | 3 weeks prior to end of second semester | |